

**THE EFFECTIVENESS OF THINK-TALK-WRITE (TTW) STRATEGY
TO STUDENTS' WRITING DESCRIPTIVE TEXT AT THE FIRST
GRADE OF JUNIOR HIGH SCHOOL IN IJEN-BONDOWOSO**

THESIS



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OF KIAI ACHMAD SHIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
MAY 2025**

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Submitted to Islamic State University of Kiai Haji Achmad Shiddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and teacher Training
English Education Program

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Has been examined and approved in partial of
the requirements of Bachelor Degree (S. Pd)
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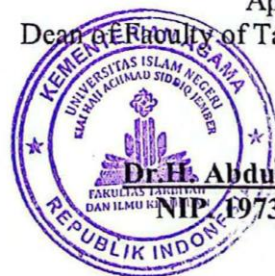

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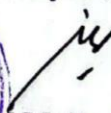
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MOTTO

يُسْرًا مَعِ إِنَّ ٦. يُسْرًا مَعِ فَإِنَّ ٥.

*Meaning: "So, surely with hardship comes ease. Indeed, with hardship comes ease."**

(QS AL INSYIRAH [94]: 5-6)



¹ Qur'an, Surah Al-insyirah [94]: verses 5-6, translated by The Ministry of Religion Affairs of the Republic of Indonesia, *Al Qur'an and its Translation*, 2019 Edition.

DEDICATION

This undergraduate thesis is dedicated to some following people:

1. My beloved parents Bapak Suprpto and Ibu Ernawati who always give me everlasting love, guidance, motivation, support, blessing and praying all best things for me especially to finish this undergraduate thesis. May Allah always bless, protect, keep you well and happiness accompany you.
2. My beloved Sister Lilis Chandra Pramaniwati and My beloved brother Maulana Putra who always help me in every situation. Thank you for always carrying me so much.



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ABSTRACT

FATIMAH DINDA ZHAFFIRAH: *The Effectiveness of Think-Talk-Write (TTW) Strategy to Students' Writing Descriptive Text at the First Grade of Junior High School in Ijen-BONDOWOSO*

Key Word: Think-Talk-Write (TTW), descriptive text.

This study addresses the challenges faced by junior high school students in learning English writing, particularly in composing descriptive texts. Writing is considered one of the most difficult skills in English because it requires mastery of grammar, vocabulary, and the ability to structure ideas logically. Many students struggle with expressing their thoughts in written English due to limited exposure and passive learning environments. Therefore, a more engaging strategy such as Think-Talk-Write (TTW) is needed to improve students' writing performance.

The objective of this research is to determine whether the Think-Talk-Write (TTW) strategy significantly affects students' ability to write descriptive texts. The central research question is: Is there any significant effect of the TTW strategy on students' descriptive writing at the first grade of junior high school in Ijen? The study aims to explore how the structured stages of thinking, discussing, and writing within TTW can support the development of students' descriptive writing skills.

This research applied a quantitative method with a quasi-experimental design involving two groups of seventh-grade students at SMP Negeri 1 Ijen, Bondowoso. The experimental group was taught using the TTW strategy, while the control group received conventional instruction. Both groups were given pre-tests and post-tests to measure writing improvement. The reason for choosing this method was to compare the effectiveness of TTW under real classroom conditions without random assignment.

The results showed that the TTW strategy had a significant positive effect on students' writing performance. The experimental group improved by an average of 19.75 points, compared to only 9.75 points in the control group. Statistical analysis using an independent sample t-test confirmed that the difference was significant (Sig. 2-tailed = 0.000). This indicates that the TTW strategy is an effective approach to enhance students' descriptive writing ability, and it is recommended for use in English language classrooms.

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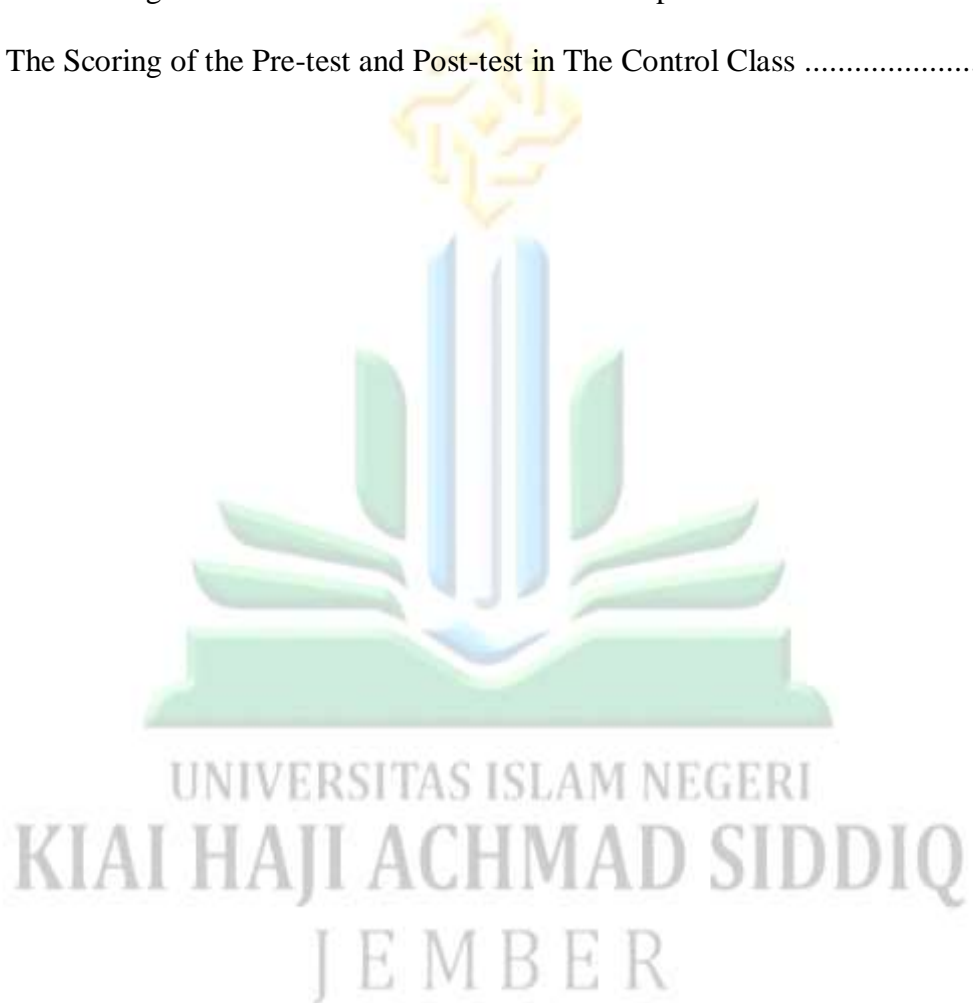
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UNIVERSITAS ISLAM NEGERI
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CHAPTER I

INTRODUCTION

A. Research Background

Language is very important in human life. Language is means of communication. Without a language, a person cannot communicate with others.² English is a language in the world which people call it as an international language. In our school, the English language has been given since the fourth grade of the elementary school up to university. Most people in the world from the different countries and nations speak English. Furthermore, many scientific studies such as education, science, religion, technology, commerce or politic are written in English. English includes four skills, namely: listening, speaking, reading and writing.

Writing is language activity that needs much cognitive concentration. When writing, a writer is challenged to use just linguistics code without helping of other codes, take for instance, gestures.³ A writer has to arrange some ideas and transform them into his thinking carefully in writing codes on papers. In fact, writing English is different from writing Indonesian. English as stated above is a foreign language for Indonesian student. English is a new language that they often have trouble when they learn it. One of the reasons is the characteristics of English itself. For example, tenses, regular and irregular verb are not found in Indonesia. On contrary, Indonesia is a language which the students have got

² Apriyanto, "Language as a Communacation Tool in Human Life.", 2020

³ Al burnuni, "The Influence of in Indonesia on Writing Short English Composition of the Second Year Students of SMP Negeri 1 Mutiara" <https://www.academia.edu/2340715>

earlier basically, we believe that student of SMP have enough knowledge of it and have known to use it well and correctly. So, it is possible that Indonesian, though it is a school language for most of them, can regard as the student's mother tongue. They use Indonesian more frequently with their friends and teachers. Moreover, Indonesian is very close to them, to their speaking or writing habits. This is one thing that invites problems when the student writes the sentences composition in English.

These first verse confirm that reading has a special place in the Qur'an. However, the act of reading also requires something to be read. So, reading is followed by writing, the use of the kalam or pen, a tool that makes us know "what we did not know before". Therefore, reading and writing are an important part of discovery. This is a path that leads humans to glory and perfection.

Reading and writing are important not only for the educate society that the Qur'an wants to build, but also for creating culture, producing new knowledge, and ultimately, building an advanced, dynamic civilization. Reading and writing are basic told that God has taught us to communicate (Q.S Ar-rahman [55]:4) and instill critical thinking in humans⁴. The prophet Muhammad himself really emphasized the importance of writing something down. He followed the advice given by the Qur'an (Q.S al-Baqarah [2]:282) ⁵

وَلْيَكْتُبْ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ فَلْيَكْتُبْ

⁴ Muhammad Iqbal, "Perintah alquran ihwal membaca dan menulis," 2019.

⁵ Muhammad Iqbal, "Perintah alquran ihwal membaca dan menulis," 2019.

“Let a note taker among you write it down correctly. Do not let the recorder refuse to write it down as Allah has taught him”

Think Talk Write learning model. is a learning strategy that expected to improve problem solving abilities. According to Huinker and Laughlin 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.⁶ The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.⁷ The strategy introduced by Huinker & Laughlin is basically built through thinking, speaking and writing. The flow of Think Talk Write (henceforth TTW) strategy progress starts from involving students in thinking or dialogue with themselves after the reading process, then talking and sharing ideas (sharing) with friends before writing. This atmosphere is more effective if done in heterogeneous groups with 3-5 students. In this group students are asked to read, make small notes, explain, listen and express it through writing, and then share ideas with friends later.⁸

The Think Talk Write (TTW) strategy is an instructional approach that promotes deep understanding and learning among students. It is structured to first engage students in thinking individually about a topic, then discussing it

⁶ Ratna P.S, Giska Putri, “The effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text” 2015, Vol. 2

⁷ Lusiana Sumirat, “*The Effectiveness Of A Cooperative Learning Strategy Think-Talk-Write Type On The Student’s Competence In Mathematical Communication And Disposition*” Jurnal Pendidikan dan Keguruan Vol. 1 No. 2 2014, artikel 3, 24.

⁸ Lusiana Sumirat, “*The Effectiveness Of A Cooperative Learning Strategy Think-Talk-Write Type On The Student’s Competence In Mathematical Communication And Disposition*” Jurnal Pendidikan dan Keguruan Vol. 1 No. 2 2014, artikel 3, 24.

with peers, and finally, writing about it independently. This strategy can be particularly effective when used with descriptive text, as each phase of TTW helps to enhance the student comprehension and ability to communicate detailed descriptions.⁹

1. Think: in the first phase, students reflect individually on a prompt related to a descriptive text. This allows them time to form their own visualization and interpretations without influence from peers, which is crucial for fostering personal engagement with the text.
2. Talk: in the second phase, students discuss their thoughts and ideas in small groups or pairs, this interaction encourages students to articulate their thoughts and refine their understanding through dialogue. In the context of descriptive text, discussing details and features that others noticed but they might have missed can enrich each student's mental image and understanding of the text.
3. Write: Finally, students write about the descriptive text independently. This writing phase allows them to consolidate their thoughts and articulate them clearly, enhancing their ability to use descriptive language effectively. Writing reinforces the vocabulary and structures needed to effectively convey detailed descriptions.

Before implementing the Think-Talk-write (TTW) strategy, students face several challenges in the learning process:¹⁰

⁹ Ur, P. *“Acourse in Language Teaching: Practice and Theory. Cambridge University Press”* 1996.

¹⁰ Hyerle, D. *Visual Tools for Constructing Knowledge*, ASCD: 2004.

1. Passive learning: without strategies like TTW, students might passively receive information without actively engaging with the content. This can lead to superficial understanding and limited retention.
2. Lack of critical thinking: Students may struggle to develop deep analytical skills and critical thinking if they are not encouraged to process and reflect on information individually before discussing it with peers.
3. Limited communication skills: Opportunities to articulate thoughts clearly and listen to others perspectives might be less frequent, inhibiting the development of essential communication and interpersonal skills.
4. Uneven participation: in traditional classroom settings, some students may dominate discussion, while others remain silent, potentially feeling overlooked on unconfident about contributing.
5. Surface-level understanding: students might focus on memorizing facts rather than understanding underlying concepts and connections, which limits their ability to apply knowledge in new contexts.

The Think-Talk-write strategy is a powerful tool for enhancing students learning by engaging them more deeply through individual reflection, peer interaction, and structured writing. It not only helps in understanding and retaining content but also develops essential skills that are valuable in academic and real-world contexts.

B. Research Question

Based on the background of study, it can be seen the research question is "Is there any significant effect of think-talk-write (TTW) strategy to students' writing descriptive text at the first grade of junior high school in Ijen?"

C. Research Objective

The Research objective is to find out whether or not there is significant effect of think-talk-write (TTW) strategy to students' writing descriptive text at the first grade of junior high school in Ijen.

D. Significance of the Research

1. Theoretical significance

- a. Cognitive development: TTW encourages deep processing. The think phase promotes individual reflection, allowing students to organize their thoughts and insight internally. This aligns with Vygotsky theory that learning is a socially mediated process, suggesting that cognitive development is strengthened through social interaction during the Talk phase.
- b. Social constructivism: The Talk phase allows student to vocalize their thoughts and her others perspectives, facilitating knowledge co-construction. This dialogic interaction can lead to higher levels of understanding and retention, as posited by theorists like Vygotsky and Piaget.
- c. Writing as a process: In the write phase, students translate their refined ideas into written form. This supports the view of writing as a process

of discovery and communication, as advocated by writing theorists like Flower and Hayes. The act of writing further consolidates learning by requiring students to structure their thoughts coherently.

2. Practical significance

- a. Enhanced comprehension and Retention: By engaging in multiple forms of expression (thinking, talking, writing), students are more likely to understand and remember the content. The process helps encode information into long-term memory more effectively.
- b. Improved communicating skills: The TTW strategy develops students verbal and written communication skills. The Talk phase enhances verbal articulation and listening skills. While the write phase develops writing abilities crucial for academic success.
- c. Increased engagement and motivation: The collaborative nature of the Talk phase can increase student engagement and motivation. Learning becomes a more dynamic, interactive process, which can be particularly effective for students who may not engage as deeply through silent reading or individual writing tasks alone.
- d. Better critical thinking skills: The sequential phases of TTW compel students to critically analyze their thoughts and the viewpoints of others before committing their refined understanding to writing, thus fostering critical thinking skills.
- e. Adaptability to different learning styles: TTW caters to various learning styles-visual, auditory, reading/writing, and kinesthetic-by allowing

students to engage with material in multiple ways. This can help in addressing the divers needs of a classroom.

E. Definition of Key Terms

1. Writing Skill: Writing is one aspect of skills in English that must be learned by students in terms of choosing, assembling and arranging words or sentences in English properly and correctly. Writing involves words, syllables, punctuation, grammatical, and the other elements of text which must be arranged good and correctly.
2. Descriptive Text: Descriptive text is a text that aims to explain, describe, or describe something. This something can take any form, be it an animal, object, location, and so on
3. Think- Talk - Write Strategy: Think Talk Write learning model is a learning strategy that expected to improve problem solving abilities. According to Huinker and Laughlin states that "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 write¹¹.

F. Research Outline

This research be divided into five chapters, which consist of

Chapter 1

¹¹ Barbara Blake, Tambra pope. *Devolopmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms*:Journal of Cross Diciplinary Perspectives in Education Vol. 1, No. 1 59-67

Introduction, the chapter be discussed about background, research question, research purpose, research significant, research outline, and the definition of key terms

Chapter 2

Review of related literature, the chapter be discussed about previous research related to the theme of the research and theories surrounding research object that be used as based to work on the research.

Chapter 3

Research method, the chapter be discussed the method that be used in this research, including data collection, the data resources, data analysis, etc.

Chapter 4

Finding and discussion, the chapter be presented all data that have been collected and the result of data analysis.

Chapter 5

Closing, the chapter contain the conclusion to the research and constructive suggestion from the audience related to the research.

CHAPTER II

LITERATURE REVIEW

This chapter discuss the theoretical framework, related research, conceptual framework and actional hypothesis.

A. Related Research

The research that are relevant to this research has been implemented by Sri maharani Tanjung from English Education Department of Education Institute of South Tapanuli, Wiki Tedi Rahmawati, and Yunita Mutiara Harahap from English Education Department of Alwashliyah University, Medan with research title is *“The Effect of Think Talk Write (TTW) Strategy on Students Ability in Writing Descriptive text”*. The research focused to find out the effect of Think Talk Write (TTW) Strategy on student ability in writing descriptive text. The research was conducted the result of this research can be concluded that there are effects of using Think Talk Write Strategy on student ability to write descriptive text it means the students writing ability in descriptive text was significantly affected after being taught using Think Talk Write Strategy than students after teaching by conventional strategy.

The next related research with this research is *“The Effect of Think Talk Write (TTW) Strategy on Student’s Descriptive text Writing Ability”* that have been arranged by Sozanolo Laoli and Dina Irmayanti Harahap from English Education Department, Potensi Utama University. The research focused to obtain empirical evidence of the effectiveness of Think, Talk, Write Strategy on student’s descriptive text ability. The experimental group (received treatment

by using Think Talk Write) and control group (received treatment by using conventional strategy). The result of this research can be concluded that Think, Talk, Write strategy had positive effect on student's descriptive writing ability at the eleventh grade students of SMA Swasta Imelda Medan. Based on data of the research, the mean score of experimental class after taught by using Think, Talk, Write strategy was 71.56 and it was higher than the mean score before using Think, Talk, Write strategy was 56.71. It means this research showed that the use of Think, Talk, Write strategy could affect student's writing ability at eleventh grade students of SMA Swasta Imelda Medan.

The next related research with this research is "*The Use of Think-Talk-Write (TTW) Strategy and Its Effect on The Tenth Grade Students' Ability in Writing Descriptive Text*". That have been arranged by Dea Rizky Tamara & Rusfandi from English Education Department of Kanjuruhan University Malang. The research focused to investigates the effectiveness of the use the TTW strategy combined with audio visual media in improving the students' descriptive writing ability. The research was conducted by using quasi-experimental research with two groups: experimental group (received treatment by using Think Talk Write) and control group (received treatment by using Mind Mapping strategy). The result of this research can be concluded that the use of the Think Talk Write strategy during the teaching and learning of English descriptive writing combined with audio visual media positively impacted the students' writing ability. The students' taught by using Think Talk Write strategy attained higher mean score that is 77.39. That mean score was higher

than students taught by using Mind Mapping strategy that is 69.39. It mean using Think Talk Write strategy can improve the students' writing descriptive ability.

The next related research with this research is "*The Use of Think Talk Write (TTW) To Improve Students' Writing Skill of Narrative Text at Grade VIII SMPS Johan Sentosa*". That have been arranged by Widya Sandi and Gusparia from STKIP Insan Madani Airmolek. The research focused to face some symptoms that are some students do not interest in learning narrative text, difficulty writing, and poor vocabulary. The research was conducted by using Classroom Action Research (CAR). The result of this research can be concluded the implementation of The Think Talk Write Learning Model in writing had significant improvement. In Cycle I, the Students' can increased the value of the average writing skill after implementation of the Think Talk Write Learning Model that is 72. Because in Cycle I the result of the students cannot reach KKM that is 75, the research should into Cycle II. In Cycle II, that was found the average score of students' writing improved significantly and higher that the KKM that is 79,36. It mean in meeting II, students acquire a good process and a significant increase in the ability to write by using Think Talk Write Learning Model.

The next related research with this research is "*Improving Students' Writing Ability in Recount Text Using Think Talk Write (TTW) Strategy*". That have been arranged by Siswati Arningtyas, Patuan Raja, & Ari Nurweni from Lampung University. The research focused on finding out whether students'

writing increased after they learnt writing through Think, Talk, Write Strategy and which aspect of writing increased the most after they learnt writing through using Think, Talk, Write Strategy. The research was conducted by using one-group pretest-posttest design of pre-experimental design. The result of this research can be concluded that the implementation of Think Talk Write strategy was effective to improve students' writing skills. It could be seen from the improvements of the students' writing score in the pre-test and post-test. The result of the mean score of the pre-test was 64,42 and the post-test was 76,12. So, the increase of the mean score was about 11,71.

Table 2.1

Previous Research

No	Name of Journal	The similarities	The Differences
1	Srimaharani Tanjung, Wiki Tedi Rahmawati, & Yunita Mutiara Harahap, The Effect of Think Talk Write (TTW) Strategy on Students Ability in Writing Descriptive, EXCELLENCE Journal of English and English Education (Vol. 1,2021)	<ul style="list-style-type: none"> - This research focus is to finding the effect of using Think Talk Write Strategy on students ability in writing descriptive text - This research using the same learning model that is Think Talk Write Strategy 	<ul style="list-style-type: none"> - The research using the difference research method that it experimental research - Used experimental method without pre-test/post-test design, while this study used quasi-experimental with pre-test/post-test
2	Sozanola Laoli & Dina Irmayanti Harahap, The Effect of Think Talk Write	<ul style="list-style-type: none"> - This research focused is to find the effect 	<ul style="list-style-type: none"> - This research using the difference

	(TTW) Strategy on Student's descriptive text Writing Ability, Jurnal FISIKA (Fakultas Sosial dan Kependidikan, Vol. 2,2021)	<p>using Think, Talk, Write Strategy on student ability in writing descriptive text</p> <ul style="list-style-type: none"> - The research using the same learning model that is Think Talk Write Strategy 	<p>research method that is experimental research method</p> <ul style="list-style-type: none"> - Conducted on 11th grade senior high school students; this study focused on 7th grade junior high students
3	Dea Rizky Tamara & Rusfandi, The Use of Think Talk Write (TTW) Strategy and its Effect on Tenth Grade Students Ability in writing Descriptive Text, Jurnal Inspirasi Pendidikan (Vol. 11,2021)	<ul style="list-style-type: none"> - This research focused is to find the effect of using Think, Talk, Write Strategy on student ability in writing descriptive text - This research using the same learning model that is Think Talk Write Strategy 	<ul style="list-style-type: none"> - This research using the difference research method that is quasi experimental research method - Combined TTW with audio-visual media; this research used TTW alone without other media
4	Widya Sandi & Gusparia, the use of Think Talk Write (TTW) to Improve Students Writing Skill of Narrative Text At Grade VIII SMPS Johan Sentosa, MENARA ilmu (Vol. XIII,2019)	<ul style="list-style-type: none"> - This research using the same research method that is Classroom Action Research method - This research using the same learning model that is 	<ul style="list-style-type: none"> - This research focused to find the effect of using Think, Talk, Write Strategy on student ability in writing Narrative Text

		Think Talk Write Strategy	- Focused on narrative text using Classroom Action Research (CAR), not descriptive text or quasi-experiment
5	Siswati Arningtyas, Patuan Raja, & Ari Nurweni, Improving Students Writing Ability in Recount Text Using Think, Talk, Write Strategy, U-JET (Unila Journal of English Teaching, Vol. 8,2019)	- The research using the same learning model that is Think Talk Write Strategy	<ul style="list-style-type: none"> - This research focused is to find the effect of using Think, Talk, Write Strategy on student ability in writing Recount Text - This research using the difference research method that is pre-experimental method - Focused on recount text and used one-group pretest-posttest design, unlike this research that used two group comparison design

B. Theoretical Framework

1. Writing

Writing is one of the 4 Skill in English that must mastered by student. Writing can make someone express their ideas through sentence. Lado states that writing is one of the important skills in learning language besides listening, reading, and speaking. As one of basic language skills, writing has a very complex process. Therefore, writing is not easy as some people think¹². Harmer states that writing is a process and that we write is often heavily influenced by contains of genres, then these Element have to be present in the learning activity.¹³ Writing skill is one of the Skill that cannot be found through interaction of spontaneous and natural (Zainurrahman)¹⁴

According to Rodriguez and Gebhardt, writing is one of the most important things that the students do in school. The good skill of writing takes important role to determine of the success of writing, whether it is report, proposal, or assignment in school.¹⁵ Rass (2001:30) started writing is a difficult skill for native speakers and non-native speakers. Since the writers must be capable composing it in various issues, for example: spelling accentuation, and capitalization.¹⁶ Hammer (2007) explains that writing is complex cognitive process that sustained intellectual effort over

¹² Srimaharani Tanjung, Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol, 1 No, 1 (2021)

¹³ Loc.cit.

¹⁴ Widya Sandi and Gusparia. The use of Think Talk Write (TTW) to improve students' writing skill of Narrative text at Grade VIII SMPS Johan Sentosa. MENARA Ilmu. Vol, XII No, 8. (2019)

¹⁵ Siswati Arningtyas, Ptuan Raja, & Ari Nurweni. Improving Students' Ability in Recount Text Using Think Talk Write (TTW) Strategy. Unila Journal of English Teaching vol. 8, (2019).

¹⁶ Fitriani, Rafi Hamdi Nur, Bustamin, Syahban Mada Ali, & Ari Nurweni. Improving Students Descriptive Text Writing by using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School. International Journal for Education and Vocational Studies. Vol1 No. 6. (2009)

a considerable period.¹⁷ Brown in Saptania Ayu Ramadani (2013:10) writing is one of language skill as the graphic representation of spoken language and that written performance is much like oral performance, the only difference lying graphic instead of auditory signals.¹⁸ According Suparno writing is an activity of delivering a message (communication) by using written language as a tool or media. In oxford, writing is the idea or the mind of author that through by written.

a. Process of Writing

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

1) Planning

Planning is the first process of writing. Before starting to write, writers considered to tr and decided what is they are going to say, some of them may involve making detailed not actually write down any preliminary notes are all since they may do all their planning in their heads. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing, they have Think of the audience they are writing for. The last, the writer have to consider the content structure.

¹⁷ Loc.cit.

¹⁸ Sozanolo Laoli and Dina irmayanti Haraahap. The Effect of Think, Talk, Write (TTW) Strategy on Students' Descriptive Text Writing Ability. Jurnal FISK (Fakultas Sosial dan Kependidikan). Vol, 2 No, 1.2021.

2) Drafting

Drafting is the next step. Writers can refer to the first version of a piece of writing as a draft. As the writing process proceed into editing, a number of Draft show the changing or and the developing of written text.

3) Editing

Editing (Reflecting and Revising) is the third step of writing. After making a draft, usually the writers read what they have written in draft to see whether it works or not. They may move paragraphs around, write a new introduction ore use a different form of words for particular sentence. Reflecting and revising are often helped by other readers (or editors) so that the writers can make appropriate revisions.

4) Final Version

5) Final Version (publishing) is the last process of writing. After editing the draft, the writers produce their final version o their intended audience.¹⁹

b. Descriptive Text

Descriptive text is a text which tells what a person or a thing is like.

Its purpose is to describe and reveal a particular person, place or thing

¹⁹ Femina Talbiyah Yusmil, Skripsi “The Implementation of Thnk-Talk-Write (TTW) Method to increase Students’ Writing Ability in Descriptive Text at The Eight Grade Students’ of Islamic Junior High School Al-Washiliyah Sei Sentang Labuhan Batu Utara in The Academic Year 2017/2018” (Medan: UIN SUMUT,2018), Hal. 11’12.

(Gerot and Wignell, 1995:208).²⁰ According to Kane (2000:352) description is about sensory experience how something looks, sounds, and tastes. Mostly is is about visual experience, but description also deals with other kinds of perception.²¹ Descriptive text is a sort of text used by every writer or person to explain a thing, individual, animal, location on incident to a reader or listener (Knapp &Watkins, 2005).²² Gerot in Mursyid state that descriptive text is a text putting the characteristic of something. Descriptive text is commonly also employed of helpful the author to develop an aspect of their work, e.g. to relate some moods, situation or to describe a place, thus the readers can build vivid pictures of characters, place, object, etc.²³ According to Paridiyono says that descriptive text is a piece of information in the form of exposure to an object, both object life and death, visually, qualitatively or quantitatively, can be effectively packaged in one form of descriptive text.

c. Generic Structure of Descriptive Text

²⁰ Srimaharani Tanjung, Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive text. Excellence Journal of English and English Education. Vol, 1 No, 1. (2021).

²¹ Loc.cit.

²² Fitriani,Rafi Hamdi Nur, Bustamin, Syahban Mada Ali, Nurisman. Improving Students' Descriptive Text Writing by Using Writing in The Here and Now Strategy at the Tenth Grade Students of Vocational High School. International Journal for Education and Vocational Studies. Vol 1 No. 6. (2019).

²³ Adelya Khairani, Skripsi: "The Iplementation of Think Talk Write (TTW) Strategy to improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020) Hal. 12.

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

1) Identification

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

2) Description

A series of paragraphs about the subject is describes section, qualities, and characteristics. Every paragraph normally Start with a main idea of sentence. The main idea of sentence at the beginning of every paragraph previews the information include in the remaining of the paragraph. After the previews the information included in the remaining of the paragraph should give information about one feature of the topic. These Paragraph establish a description of the topic. They may belong technique of language that is related to the topic.²⁴

2. Think Talk Write

TTW strategy is developed through thinking, talking, and writing activities which help student to involve problem-solving in a small group. This strategy also help student participate, think creatively, work together,

²⁴ Ibid. 16.

and allow students to work independently and cooperate with others (Wirda, Setiawan, & Hidayat, 2017).²⁵ According to Huda, TTW strategy is a method that include of the speaking practice and write the language fluently. TTW strategy used to increase the student's practice through discussion the material. Then, convey the result through written form²⁶. Huinker and Laughlin (1996:82) state that Think-Talk-Write strategy builds in time for thought and reflection and for organization 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.²⁷ Iru in Henyambarsari(2018:119) states Think Talk Write (TTW) is a cooperative learning model of learning activities that started through the activities soft thought(think), talk(discussion), exchanging ideas (talk) and write the result of the discussion (write) that he learning objectives and competencies expected to be achieved.²⁸ According to Sardiman in Aris shoimin's book (68 model pembelajaran inovatif dalam kurikulum 2013),

²⁵ Dea Rizky Tamara and Rusfandi, The Use of Think Talk Write (TTW) Strategy and its Effect on The Tenth Grade Students' Ability in Writing Descriptive Text. *Jurnal Inspirasi Pendidikan*. Vol, 11 No. 1. 2021. Hal, 51-60

²⁶ Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Witing Skill in Descriptive Text at Eight Grade Students' of MTS N egeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020) Hal, 14.

²⁷ Srimaharani Tanjung, Wiki Tedi Rahmawati, Yunita Mutiara Harahap. Thr Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. *Excellence Journal of English and English Education*. Vol, 1 No, 1 (2021).

²⁸ Sozanolo Laoli and Dina irnayanti Harahap. The Effect of Think, Talk, Write (TTW) Strategy on Students Descriptive Text Writing Ability. *Jurnal FISK (Fakultas Sosial dan Kependidikan)*. Vol, 2 No. 1. 2021.

Think is a mental activity to can formulate sense, and take the conclusion.

Talk mean giving idea.²⁹

a. Participle of TTW

There are three steps TTW as follows:

1) Think

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

2) Talk

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

3) Write

After the students discussed with their group, they make a conclusion and then they make sentences in their own seats. After it, they do the last step, it is Write. In this step, teacher ask the students to write the descriptive text using their own word. The ideas and the conclusion from the previous steps just help the to complete sentence into text.³⁰

²⁹ Widya Sandi and Gusparia. The Use of Think Talk Write (TTW) to Improve Students' Writing Skill of Narrative Text at Grade VIII SMPS Johan Sentosa. *MENARA ilmu*. Vol, XII No, 8. (2019).

³⁰ Adelya Khairani, Skripsi “The Implementation of Think Talk Write (TTW) Strategy to Improve Studentns' Writing Skill in Descritotive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020” (Medan: UIN SUMT, 2020), Hal, 16.

b. Advantages and Disadvantages of TTW Strategy

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

1) Advantages of TTW Strategy

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

2) Disadvantages of the TTW Strategy

- a) This strategy is same as other cooperative strategy that is difficult to control the class and the group discussion, especially there is the students that more active too dominant. So, it can make the other students don't get chance part in the role of discussion.

- b) The English teacher needs more time to hold the group discussion, So, it is impossible and so difficult to success in a big class. This strategy is effective in description and narrative only.
- c) Sometimes, it needs more time to presenting and correcting.
- d) Some of students still difficult to express their ideas, it depends on their group dividing not the strategy.
- e) The reality is not always same with the expectation.³¹

3. Conceptual framework

Based on the literature review, the foundation of a language is writing because it is the important part of communicating and understanding in the target of language that the learners should be mastered. The English teacher should give the students education of writing when teach of language, so the students can appreciate and express their ideas without hesitation. In this case, students feel difficulty in writing because they are not able to organize and express their ideas a good writing. So, the English teacher should choose a good strategy to make students more active, capable, and enjoy their process in writing.

Based on the statement above, the English teacher should prepare a need strategy to improve student's writing skill especially in writing descriptive text. The student can be motivated by the strategy, and make them interested and more active in learning process. The Think Talk Write Strategy is one

³¹ Ibid 19-20

of the strategies that can help students improve their writing skills, especially in writing descriptive text. The strategy is cooperative strategy that can make the students more active in the learning process

The using Think Talk Write strategy is an effective strategy in learning of writing. It can be seen in previous research that students writing skill especially in descriptive text can improve through using this strategy. The strategy also can help the English teacher in learning process. In the reason, the researcher used the Think Talk Write Strategy to increase students writing skill in descriptive text at Junior High school 1 Ijen Bondowoso.

4. Hypothesis

Based on the theoretical framework and conceptual framework, the hypothesis of this research is there is significant effect of Think Talk Write strategy to students writing skill on descriptive text.



CHAPTER III

METHODOLOGY

A. Research method

This study uses a Quantitative research method with a quasi-experimental design to investigate the cause-and-effect relationship between the independent variable and the dependent variable. The quasi-experimental design is chosen because it allow for the comparison between a group that receives the intervention and a group that does not, without the use of random assignment. Creswell (2014) describes quasi-experimental as useful in situation where randomization is impractical or unethical. In this study, participant are selected based on pre-existing condition (e.g., classroom setting, school location, or other naturally occurring groups), rather than being randomly assigned to control and experimental groups.³²

B. Population and sample

In this case, the population was seventh grade student of SMPN 1 Ijen. Consist 24 students in one class, so that the researcher took 48 students in two classes. To conducting the research, researcher select two class, there were 7A for the experimental group and 7B for the control group.

C. Instrument

The instruments used in this study consist of a pre-test and a post-test designed according to the principles outlined by Arthur Hughes (2003). These

³² John W. Creswell, Research Design: Qualitative, Quantitativ, and mixed Metods Approaches, 4th ed. (Thousand Oaks, CA:SAGE Publications, 2014), 231.

tests measure the dependent variable (e.g., language proficiency, knowledge, or performance) before and after the intervention to assess its impact.³³

- **Pre-Test**

The pre-test be administered to both the experimental and control groups before the intervention. This test serve as a baseline measure of participants initial abilities or knowledge. According to should closely align with the skills or knowledge that the intervention aims to improve. The pre-test be designed to:

- Asses the starting level of the participants.
- Ensure that both groups (experiment and control) are at comparable levels before the intervention.

- **Post-Test**

After the intervention, the post-test be administered to both groups. The post-test measure any changes in the depend variable that can be attributed to the treatment or intervention. Hughes suggests that post-test should have the following characteristic:

- **Validity:** The test must measure what it claims to measure. It should be aligned with the objectives of the study and the learning outcomes of the intervention

³³ Arthur Hughes, Testing for Language Teacher (Cambridge: Cambridge University Press, 2003), 36-38

- **Reliability:** The test should provide consistent results under consistent conditions. Ensuring that the same conditions (time, environment) are maintained for all participants during the test help improve reliability.
 - **Practically:** The test must be feasible in terms of time, resources, and participant engagement. It should not be too lengthy or difficult to administer.
 - **Objective scoring:** The test be designed to minimize subjective judgments in scoring. Multiple-choice or objective short-answer questions be included to ensure consistency across scorers.³⁴
- **Test design**
- Both the pre-test and post-test follow the guidelines provide by Hughes for good test design, ensuring:
1. **Clarity:** The instruction for each part of the test be clear and consistent.
 2. **Coverage:** The test cover a representative sample of the content or skills that the intervention aims to improve.
 3. **Level of difficulty:** The test be appropriate for the participant group, neither too easy nor too difficult, and be designed to differentiate between different levels of ability.
- **Scoring and Analysis**

The pre-test and post-test scores be analyzed to determine the effectiveness of the intervention. According to Hughes, using statistical measure such a t-

³⁴ Arthur Hughes, Testing for Language Teachers (Cambridge :Cambridge University Press, 2003), 45-49

test is necessary to compare the performance of the experimental and control groups.

The scoring of the tests be conducted by (researcher/instructors) and checked for consistency. Inter-rater reliability may also be established by having a second scorer assess a subset of the test to ensure that the results are reliable.³⁵

D. Data Analysis

In this chapter we analysis the data to compare the academic performance of students who used the TTW (Think-Talk-Write) strategy and those who did not. The comparison be done using statistical analysis, specifically the independent T-test. This test helps to determine if there is a statistically significant difference between the mean scores of the two groups of students.

1. Research Hypotheses

- Null Hypothesis (H₀): There is a significant difference in the mean scores between students who used the TTW strategy and those who did not.
- Alternative Hypothesis (H₁): There is a significant difference in the mean scores between students who used the TTW strategy and there who did not.

2. Data Collection

Data were collected from two groups of students:

³⁵ Arthur Hughes, Testing for Language Teacher (Cambridge :Cambridge University Press, 2003), 83-92

- Group 1: Students who used the TTW strategy in their learning process.
- Group 2: Students who did not use the TTW strategy.

3. Statistical Analysis

To compare the two groups, we use the Independent T-test formula, which is suitable for comparing the means of two independent samples.

The formula for the T-test is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

- \bar{X}_1 = Mean score of Group 1 (TTW users)
- \bar{X}_2 = Mean score of Group 2 (non-users)
- s_1^2 = Variance of Group 1
- s_2^2 = Variance of Group 2
- n_1 = Number of students in Group 1
- n_2 = Number of students in Group 2

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CHAPTER IV

DATA PRESENTATION AND ANALYSIS

In this chapter the research gives information about data description, data presentation, analysis and hypothesis testing, and discussion.

A. Data Description

This study focuses on examining the effectiveness of the Think Talk Write (TTW) strategy in improving the descriptive writing skill of 7th-grade students at SMPN 1 Ijen, Bondowoso. To achieve this goal, data were collected through pre-test and post-tests administered to two groups of students, that the Experimental Group, comprising 24 students, this group was taught using the Think-Talk-Write strategy. The TTW method involved a systematic process where students engaged in individual thinking, peer discussion, and writing activities to develop their descriptive text skill. And the control group comprising 24 students, this group was taught using conventional teaching methods, focusing on direct instruction and independent writing without collaborative or structured stages.

Table 4.1
Activities Treatment

Day	Activity	Description	duration
Monday	Introduction to Descriptive writing	-Explain the concept and purpose of descriptive text	2 hours
		-Provide examples and discuss generic structure and language features.	
	Pre-Test	-Administer a pre-test to measure	1 hours

		student's initial writing abilities.	
Tuesday	Think Phase	-Students read a descriptive text and identify key details.	1 hours
		-Guide students to brainstorm ideas for their descriptive writing.	1 hours
Wednesday	Talk phase	-Students work in small groups to discuss and share ideas based on the text and brainstorming session.	2 hours
		-Encourage peer-to-peer feedback and collaborative idea development.	
Thursday	Write Phase (Drafting)	-Students individually create the first draft of their descriptive text.	2 hours
		-Teacher provides guidance and answers questions during the writing process.	
Friday	Revision and editing	-Peer-review session; Students exchange drafts and provide constructive feedback.	1 hours
		-Teacher reviews common errors and suggests improvements for all students.	1 hours
Saturday	Final Writing and Post-Test	-Students write the final version of their descriptive text.	1 hours

		-Administer a post-test to evaluate improvements in their writing skills.	
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B. Data Presentation

In this section, the researcher would describe the optional data on student's writing achievement before and after teaching by using Think Talk Write strategy for the Experimental group and the Control group that didn't using Think Talk Strategy. The presented data consisted of the result of pre-test and post-test scores between the Experimental Group and the Control Group.

1. The Data of Pre-test and Post-test Score of Experimental Class

In this section, the researcher presented the data of the pre-test and post-test in VIIA as The Experimental Class. The Class consisted of 24 students, and for the student's writing score in the pre-test and post-test of Experimental Class as follow;

Table 4.2
The Scoring of the Pre-test and Post-test in The Experimental Class.

No	Name	Pre-Test	Post-test	Improvement
1.	AA	58	78	20
2.	AS	62	81	19
3.	AA	60	82	22
4.	ASR	59	80	21
5.	CEA	63	84	21
6.	DMP	61	79	18
7.	DTR	60	83	23
8.	F	58	77	19
9.	FHA	62	85	23
10.	FM	60	81	21
11.	FFA	59	80	21
12.	F	61	83	22
13.	KNR	58	76	18

14	MS	62	84	22
15	MG	60	82	22
16	MSYF	59	80	21
17	MKS	63	86	23
18	MD	60	82	22
19	SNPF	61	83	22
20	VPP	58	78	20
21	WUH	62	85	23
22	AR	60	82	22
23	FPN	59	80	21
24	AD	60	81	21

Average :

- Pre-Test : 60.50
- Post-Test : 80.25
- Improvement : 19.75

It can be seen table above, the highest average score was 86, and the lowest average score was 76. It can be scored that the students in Experimental class had high writing achievement after treatment.

2. The Result of The Pre-test and Post-test Score Control Class

In this section, the researcher presented the Data Pre-Test and Post-Test in VIIB as the Control Class. The class consisted of 24 students, and for the student's writing score in the pre-test and post-test of control class as follow;

Table 4.3
The Scoring of the Pre-test and Post-test in The Control Class

No	Name	Pre-test	Post-test	Improvement
1.	AND	60	70	10
2.	AFR	62	71	9
3.	ARR	61	72	11
4.	CEM	60	69	9

5.	DR	63	73	10
6.	EM	61	71	10
7.	ENLS	60	72	12
8.	FRA	59	70	11
9.	F	62	74	12
10.	FAP	61	70	9
11.	HS	60	71	11
12.	JBEP	63	72	9
13.	MCF	61	70	9
14.	MZR	60	71	11
15.	MAA	59	70	11
16.	MS	62	73	11
17.	MVA	61	72	11
18.	NIA	60	70	10
19.	S	59	71	12
20.	VHM	63	72	9
21.	XGA	61	73	12
22.	RLF	60	70	10
23.	MHFA	59	70	11
24.	AAP	61	71	10

Average :

- Pre-test : 61.00
- Post-test : 70.75
- Improvement : 9.75

It can be seen table above, the highest average score was 74, and the lowest average score was 69. It can be seen that students in the Control Class have a medium Writing achievement.

C. Analysis and Hypothesis Testing

1. Descriptive Statistical Analysis

To determine the effect of the Think-Talk-Write (TTW) strategy on students' descriptive writing ability, the researcher compared the pre-test and post-test results from both the experimental and control groups. The comparison

was carried out using statistical analysis tools, including mean scores and independent sample t-tests.

Group	N	Pre - Test Mean	Post - Test Mean	Improvement
Experimental	24	60.50	80.25	19.75
Control	24	61.00	70.75	9.75

From the table above, it is evident that:

- Both groups experienced improvement in their writing scores.
- However, the experimental group showed a greater improvement (19.75 points) compared to the control group (9.75 points).

This initial result indicates that the TTW strategy had a significant positive impact on students' writing ability.

2. Assumption Testing

Before applying the t-test, the following assumptions were considered:

- Normality: Since the sample size in each group was 24, and above 30 total participants, the Central Limit Theorem allows us to assume normality of sampling distribution.
- Homogeneity of Variance: The scores did not show extreme variations, indicating relatively equal variances between groups.

3. Hypothesis Formulation

- Null Hypothesis (H_0): There is no significant difference in writing achievement between students taught using the Think-Talk-Write strategy and those taught using conventional methods.

- Alternative Hypothesis (H_1): There is a significant difference in writing achievement between students taught using the Think-Talk-Write strategy and those taught using conventional methods.

4. Independent Sample t-test

To test the hypothesis, an independent sample t-test was applied to the post-test results of both the experimental and control groups.

Group	Mean	Std. Deviation	N
Experimental	80.25	2.83	24
Control	70.75	1.90	24

Test of Equality of Means (Independent Sample t-test):

- $t = 13.67$
- $df = 46$
- Sig. (2-tailed) = 0.000

5. Interpretation

Because the Sig. (2-tailed) value is less than 0.05 ($0.000 < 0.05$), we reject the null hypothesis (H_0). It means that there is a statistically significant difference between the post-test scores of the experimental group and the control group.

This result confirms that the TTW strategy significantly improved students' writing ability compared to the conventional method.

D. Discussion

This chapter also highlights the implications of the research, compares the current findings with other studies, and may point out any unexpected results. It helps to show how the research results are relevant to real teaching and

learning contexts and offers insights into how the applied strategy—Think-Talk-Write (TTW)—can be used effectively in classrooms.

The results of this study indicate that the Think-Talk-Write (TTW) strategy has a significant effect on students' writing ability, especially in composing descriptive texts. The experimental group, which was taught using the TTW strategy, showed a greater improvement in writing scores compared to the control group, which was taught using conventional methods. This improvement confirms that TTW is not only effective in enhancing the technical aspects of writing but also improves students' engagement, idea development, and confidence in expressing thoughts in written form.

The TTW strategy is based on a sequence of three key stages: thinking individually, discussing in groups, and writing independently. Each stage plays a critical role in the cognitive development of students. The think phase allows students to internalize and process information independently. This encourages personal engagement with the topic and activates prior knowledge, which is essential in descriptive writing. During the talk phase, students exchange ideas and receive feedback from peers, which can lead to the refinement of their thoughts. This phase is also in line with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners construct understanding through interaction with others who have different perspectives or stronger abilities³⁶.

³⁶ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

The write phase consolidates the entire learning process. By the time students begin to write, they have already explored the topic deeply and discussed it with peers. This makes the writing more organized, coherent, and rich in content. In this study, students in the experimental group demonstrated increased use of descriptive vocabulary, improved sentence structure, and better organization of ideas in their texts compared to those in the control group.

The findings align with the theories proposed by Huinker & Laughlin³⁷, who argue that TTW provides a scaffolded process that bridges oral and written language. Students do not immediately jump into writing; instead, they develop their ideas in stages. This process is especially helpful for students who struggle with writing, as it reduces anxiety and improves their ability to articulate ideas clearly.

Moreover, the results are consistent with previous research. For instance, the study by Sozanola Laoli & Harahap³⁸ reported that students who were taught using TTW performed better in descriptive writing than those who were taught using traditional methods. Another study by Tamara & Rusfandi³⁹ emphasized that the combination of TTW and audiovisual media significantly enhanced students' engagement and descriptive writing skills. These findings

³⁷ Huinker, D., & Laughlin, C. (1996). Think-Talk-Write Strategy. In *Mathematics and Teaching in the Middle School*. Reston, VA: National Council of Teachers of Mathematics.

³⁸ Laoli, S., & Harahap, D. I. (2021). The Effect of Think Talk Write (TTW) Strategy on Student's Descriptive Text Writing Ability. *Jurnal FISIKA*, 2(1).

³⁹ Tamara, D. R., & Rusfandi. (2021). The Use of Think Talk Write (TTW) Strategy and Its Effect on Tenth Grade Students' Ability in Writing Descriptive Text. *Jurnal Inspirasi Pendidikan*, 11(2).

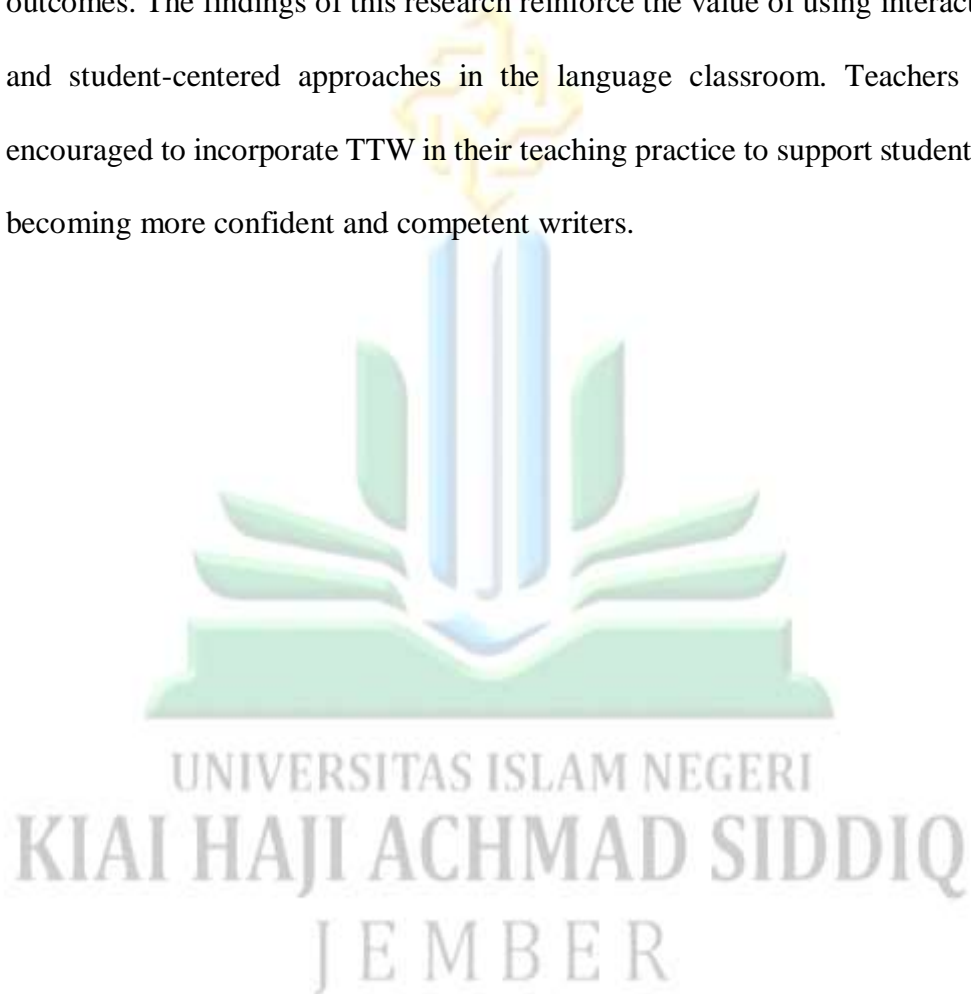
support the idea that TTW is not only theoretically strong but also practically effective across different learning contexts.

From a practical perspective, the TTW strategy helps address several common challenges in writing classes. One of the major problems in traditional classrooms is passive learning, where students receive information without actively engaging with the content. TTW counters this by involving students in every step of the learning process. It also enhances students' critical thinking skills, as they must analyze, compare, and evaluate ideas during the discussion phase.

Additionally, TTW promotes inclusivity. Students who are typically quiet or hesitant to speak up in class often feel more comfortable sharing ideas in small group discussions. This increases overall participation and creates a supportive learning environment. Furthermore, the strategy helps students improve both their speaking and writing skills, as they learn how to articulate ideas clearly before committing them to paper.

However, it is important to acknowledge some limitations. The effectiveness of TTW depends on how well the teacher facilitates the process. In large classes, it may be challenging to manage discussions effectively and ensure that all students participate equally. Teachers also need adequate time to conduct each phase properly, which may not always be feasible within a limited class schedule. Despite these challenges, the benefits outweigh the drawbacks, especially when the strategy is implemented with proper planning and support.

In conclusion, the Think-Talk-Write strategy is a powerful instructional method that significantly enhances students' ability to write descriptive texts. By encouraging students to think critically, collaborate with peers, and organize their ideas before writing, TTW fosters deeper learning and improves academic outcomes. The findings of this research reinforce the value of using interactive and student-centered approaches in the language classroom. Teachers are encouraged to incorporate TTW in their teaching practice to support students in becoming more confident and competent writers.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and analysis discussed in Chapter IV, it can be concluded that:

The implementation of the Think-Talk-Write (TTW) strategy has a significant positive effect on students' ability in writing descriptive texts.

The experimental group taught using the TTW strategy showed greater improvement in their post-test writing scores (mean = 80.25) compared to the control group taught using conventional methods (mean = 70.75).

The statistical analysis using independent sample t-test showed a significant difference between the two groups, with a Sig. value of $0.000 < 0.05$. This means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

The TTW strategy, through its stages of thinking, discussing, and writing, helps students to better structure their ideas, improve their vocabulary, and increase their motivation and engagement in learning.

Therefore, it can be concluded that the Think-Talk-Write strategy is effective and recommended for improving students' descriptive writing skills at the junior high school level.

B. Suggestions

Based on the conclusion above, the researcher provides the following suggestions:

1. For Teachers:

English teachers are encouraged to use the TTW strategy as an alternative method in teaching writing, especially descriptive text. This strategy not only helps students improve their writing, but also enhances their communication and critical thinking skills.

2. For Students:

Students are advised to actively participate in each phase of TTW—Think, Talk, and Write—to fully benefit from the process. Working in groups and sharing ideas can help overcome difficulties in generating and organizing ideas for writing.

3. For Future Researchers:

Further research can be conducted using the TTW strategy in different genres of writing (e.g., narrative or recount text), in different levels of education, or with additional media (such as pictures or videos) to enhance the learning experience.

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- Rodriguez, R., & Gebhardt, R. (n.d.). (Dikutip dalam teks, referensi asli tidak lengkap dalam dokumen, direkomendasikan mencari data bibliografi lengkap bila tersedia.)
- Sandi, W., & Gusparia. The Use of Think Talk Write (TTW) to Improve Students' Writing Skill of Narrative Text at Grade VIIIA SMPS Johan Sentosa. *Menara Ilmu*, 13. 2019
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- Yamin, M., & Ansari, B. I. Taktik mengembangkan kemampuan individual peserta didik. Gaung Persada Press. 2009

APPENDIX 1

RESEARCH MATRIX

Tittle	Variabe	Sub Variable	Data Resource	Research Method	Research Quation
THE EFFECTIVENESS OF THINK TALK WRITE (TTW) STRATEGY TO STUDENTS WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL IN IJEN	<ul style="list-style-type: none"> • Think-Talk-Write Strategy • Writing Descriptive text 	<p>1. Think-Talk-Write Strategy</p> <ul style="list-style-type: none"> -Thinking stage (students understand the topic individually) -Talking stage (students discuss the topic in pairs/groups) -Writing stage (students write based on the results of discussion) <p>2. Descriptive Text</p> <ul style="list-style-type: none"> -Identification (introducing the object being described) -Description (detailing the characteristics of features of the object) 	<ul style="list-style-type: none"> • Research subject: First Grade student of junior high school • Informant; English Teacher • Instrument : pre-test, post-test. 	<ul style="list-style-type: none"> • Quantitative research approach quasi experimental • Data collecting method pre-test, post-test. 	<ul style="list-style-type: none"> • Is there any significant effect of Think-Talk-Write (TTW) Strategy to students writing descriptive text at the first grade of junior high school in Ijen?



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
LEMBER

Appendix 2

RESEARH PERMISSION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-12176/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 1 IJEN

Jln Kawah Ijen Sempol , IJEN, Bondowoso , Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186134
 Nama : FATIMAH DINDA ZHAFIRAH
 Semester : Semester empat belas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECTIVENESS OF THINK-TALK-WRITE (TTW) STRATEGY

TO STUDENTS' WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL IN IJEN-BONDOWOSO

" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Defri Kusuma Wardana S.Pd M.Pd

Demikian atas berkenan dan kerjasamanya disampaikan terima kasih.



Jember, 13 Mei 2025

Ketua Departemen Bidang Akademik,

KHOTIBUL UMAM

Appendix 3

RESEARCH COMPLETION LETTER



PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN
UPTD SPF SMP NEGERI 1 IJEN
Jln. Raya Kawah Ijen Telp. 08123454392 Desa Sempol
KECAMATAN IJEN
BONDOWOSO



Email : smpnsempol@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Defri Kusuma Wardana, S.Pd.M.Pd.

Jabatan : Kepala UPTD SPF SMPN 1 Ijen

Dengan ini menerangkan bahwa mahasiswa :

Nama : Fatimah Dinda Zhafirah

NIM : T20186134

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melakukan penelitian / riset di UPTD SPF SMPN 1 Ijen untuk memperoleh data dalam rangka penulisan skripsi yang berjudul "The Effectiveness Think - Talk - Write (TTW) Strategy To Students Writing Descriptive Text At The First Grade Of Junior High School In Ijen – Bondowoso"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan kepada yang bersangkutan sebagaimana mestinya.

Ijen, 17 Mei 2025
Kepala Sekolah








Defri Kusuma Wardana, S.Pd.M.Pd.
Pembina, IV/a
NIP. 19790915 200604 1 026

Appendix 4

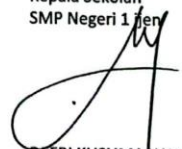
RESEARCH JURNAL ACTIVITIES

SCHEDULE OBSERVATION

"The Effectiveness Think-Talk-Write Strategy to Students Writing Descriptive Text at The First Grade Of Junior High School In Ijen"

No	Date	Activity	Informant	Signature
1.	4 April 2025	The researcher submits a researcher permit and approved by principal of SMPN 1 IJEN	Defri Kusuma Wardana S.Pd M.Pd	
2.	6 April 2025	The researcher conducted a pre-test to both classes	Hendra Sukma Ari Prayitno, S.Pd.Gr	
3.	8 April 2025	The researcher conducted the first treatment.	Hendra Sukma Ari Prayitno, S.Pd.Gr	
4.	13 April 2025	The researcher conducted the second treatment.	Hendra Sukma Ari Prayitno, S.Pd.Gr	
5.	15 April 2025	The researcher conducted the last treatment.	Hendra Sukma Ari Prayitno, S.Pd.Gr	
6.	20 April 2025	The researcher conducted post-test to both classes	Hendra Sukma Ari Prayitno, S.Pd.Gr	
7.	22 April 2025	Submission of Research completion letter	Hendra Sukma Ari Prayitno, S.Pd.Gr	

Bondowoso, 22 April 2025
Kepala Sekolah
SMP Negeri 1 Ijen

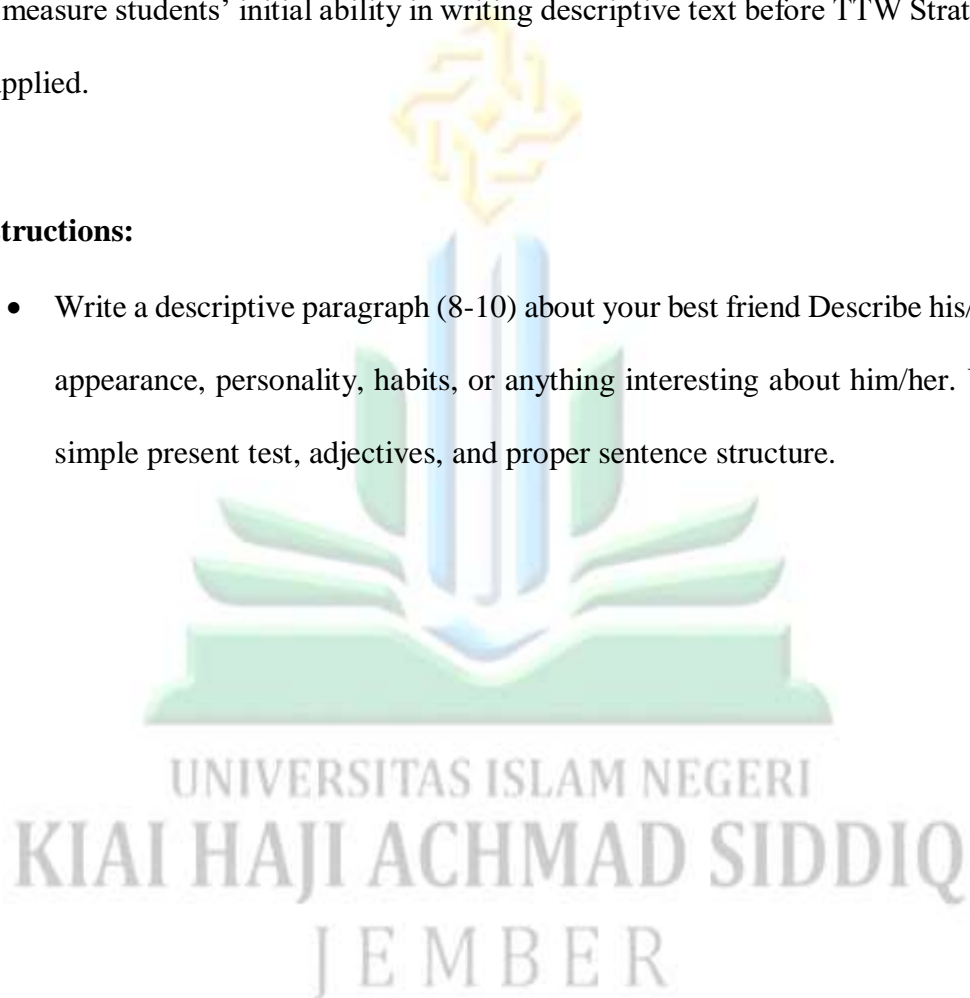

DEFRI KUSUMA WARDANA S.Pd M.Pd
NIP. 197909152006041026

Appendix 5**Pre-Test****Objective:**

To measure students' initial ability in writing descriptive text before TTW Strategy is applied.

Instructions:

- Write a descriptive paragraph (8-10) about your best friend Describe his/her appearance, personality, habits, or anything interesting about him/her. Use simple present test, adjectives, and proper sentence structure.

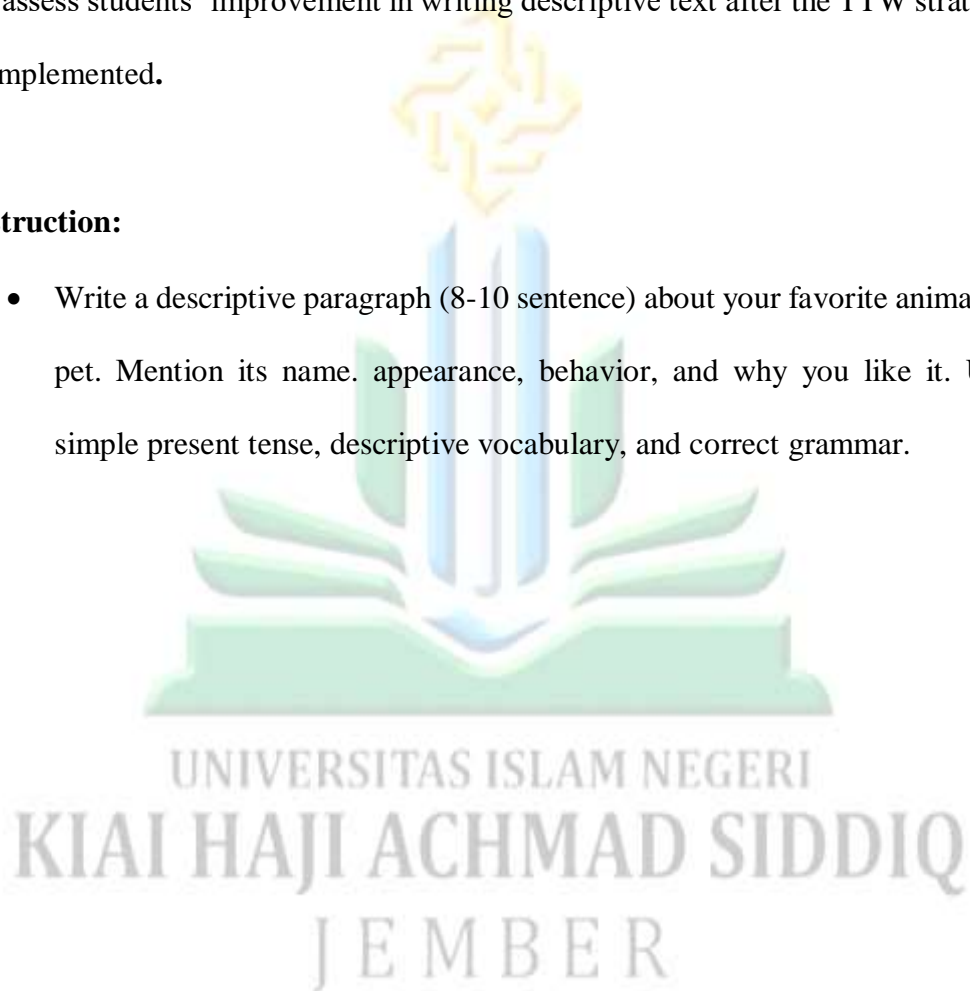


Appendix 6**Post-Test****Objective:**

To assess students' improvement in writing descriptive text after the TTW strategy is implemented.

Instruction:

- Write a descriptive paragraph (8-10 sentence) about your favorite animal or pet. Mention its name, appearance, behavior, and why you like it. Use simple present tense, descriptive vocabulary, and correct grammar.



Appendix 7

SCORING RUBRIC

Criteria	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (poor)
Content	Very complete and relevant details	Mostly relevant details	Some relevant details	Few or unclear details
Organization	Well-organized and coherent	Logical but minor issues	Some disorganization	No clear structure
Grammar & Sentence Structure	Almost no errors	Few minor errors	Frequent errors	Many distracting errors
Vocabulary Usage	Varied and accurate	Adequate and mostly correct	Limited and somewhat correct	Very limited or incorrect
Mechanics (Spelling, punctuation)	No or minor errors	Few errors	Some errors	Many errors

Maximum score: 20 (or correct to 100 as needed)

Appendix 8

RPP

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Nama Sekolah: SMP Negeri 1 Ijen

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: VII (Tujuh)/ II (Genap)

Materi Pokok: Descriptive text

Alokasi Waktu: 4 JP/2 Pertemuan

A. Kompetensi Inti

1.Kompetensi Inti Sikap Spiritual

Menghayati dan mengamalkan ajaran agama yang dianutnya.

2.Kompetensi Inti Sikap Sosial

Menghayati dan mengamalkan perilaku a) jujur, b) disiplin, c) santun, d) peduli (gotong royong, kerjasama, toleran, damai), e) bertanggung jawab, f) responsif, dan g) pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

3.Kompetensi Inti Keterampilan

Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4. Kompetensi Inti Keterampilan

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar

<p>3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>4.7. Teks deskriptif</p> <p>4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan</p>
--	--

	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
Indikator Pencapaian Kompetensi	
3.7.1. Mengidentifikasi informasi orang, binatang, dan benda yang terdapat dalam teks deskriptif.	4.7.1. Menerangkan informasi orang, binatang, dan benda yang terdapat dalam teks deskriptif..
3.7.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sangat pendek dan sederhana.	4.7.2. Merespon makna yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
3.7.3. Menemukan gambaran umum, informasi tertentu, informasi rinci, informasi tersurat, dan makna kata yang terdapat dalam teks deskriptif secara tertulis	4.7.3. Menyusun teks deskriptif secara lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan serta mahir menangkap makna dan menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Teks deskriptif merupakan sebuah teks yang menggambarkan sesuatu, orang, binatang, atau benda. Tujuan dari teks deskriptif untuk menggambarkan sesuatu, orang, binatang, atau benda sehingga pembaca atau pendengar dapat memahami apa yang digambarkan dalam teks tersebut.
- Struktur teks deskriptif terdiri dari dua bagian, yaitu:
 - a. Identification (Identification), merupakan bagian pertama dalam teks deskriptif yang berfungsi untuk mengenalkan suatu hal (orang, binatang, atau benda) yang akan dideskripsikan kepada pembaca atau pendengar.
 - b. Description (deskripsi), merupakan bagian kedua dalam teks deskriptif, berisi sifat-sifat atau karakteristik dari suatu hal (orang, binatang, atau benda) yang dideskripsikan. Sifat-sifat atau karakteristik tersebut merupakan karakteristik khusus benda tersebut bukan karakteristik secara umum.
- Unsur kebahasaan dalam teks deskriptif, yaitu:
 - a. Menggunakan Simple Present Tense, contoh: she is beautiful, he is handsome, etc.
 - b. Menggunakan kata sifat (Adjective), contoh: beautiful, handsome, big, small, long, short, tall, etc.
 - c. Menggunakan kata penghubung (Linking Verb), contoh: to be (am, is, are), seem, look, like, have, etc.

E. Metode Pembelajaran

Metode pembelajaran yang digunakan adalah Konvensional

F. Kegiatan Pembelajaran

1, Pertemuan Pertama

Indikator Penapaian Kompetensi
3.7.1. Mengidentifikasi informasi orang, binatang, dan benda yang terdapat di dalamnya teks deskriptif.
3.7.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi sangat singkat dan sederhana.
3.7.3. Menemukan gambaran umum, informasi tertentu, informasi rinci, informasi tersurat, dan makna kata yang terdapat dalam teks deskriptif tertulis

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> - Guru memberikan salam, berdoa, dan memeriksa kehadiran peserta didik. - Guru memberikan motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi - materi terbuka dalam kehidupan sehari-haridangan berikan contohnya. 	20 menit

	<ul style="list-style-type: none"> - Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Guru menyampaikan meliputi materi dan penjelasan kegiatan sesuai silabus. 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik membaca beberapa teks deskriptif tentang orang, binatang, dan benda. - Peserta didik bermain permainan menebak berdasarkan teks tersebut untuk memahami isi teks. - Peserta didik menyalin dengan tulisan tangan yang rapi teks deskriptif orang, binatang, dan benda, sangat pendek dan sederhana - menggunakan ejaan dan tanda baca dengan benar. 	45 menit

	<ul style="list-style-type: none"> - Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif. <p>Menanyakan</p> <ul style="list-style-type: none"> - Dengan bimbingan dan Arah guru, siswa menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif. - Guru menyampaikan pertanyaan penuntun. (pertanyaan utanjaintuk membangkitkan rasa ingin tahu siswa tentang teks deskriptif. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik membaca ulang teks deskriptif untuk menemukan informasi tentang deskripsi orang, binatang, dan benda. - Peserta didik menyelesaikan teks deskriptif yang belum lengkap berdasarkan informasi yang telah mereka baca 	
Penutup	<ul style="list-style-type: none"> - Peserta didik bersama guru membuat kesimpulan tentang materi pembelajaran yang telah dipelajari. - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran. 	15 menit

	<ul style="list-style-type: none"> - Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan. berikutnya. - Peserta didik dan guru mengucapkan salam penutup. 	
--	--	--

2. Pertemuan Kedua

Indikator Pencapaian Kompetensi

4.7.1. Menyajikan informasi orang, binatang, dan benda yang terdapat dalam teks deskriptif.

4.7.2 Menyusun teks deskriptif secara lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> - Guru memberikan salam, berdoa, dan memeriksa kehadiran peserta didik. - Guru memberikan motivasi belajar peserta didik secara kontekstual sesuai manfaat dan 	20 menit

	<p>aplikasi materi terbuka dalam kehidupan sehari-hari berikan contohnya.</p> <ul style="list-style-type: none"> - Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Guru menyampaikan meliputi materi dan penjelasan. kegiatan sesuai silabus. 	
Inti	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Secara kolaboratif, peserta dibesarkan dengan meniru contoh-contoh yang ada untuk membuat teks deskripsi sangat pendek dan sederhana tentang orang, binatang, dan benda. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik menulis teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda yang ada dalam kehidupan peserta didik di rumah, sekolah, dan sekitarnya dalam Bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang 	45 menit

	<p>sesuai dengan fungsi sosial yang hendak dicapai.</p> <ul style="list-style-type: none"> - Peserta didik menyampaikan teks deskriptif yang dibuat sendiri untuk teman-temannya dengan cara dibacakan di depan kelas. 	
Penutup	<ul style="list-style-type: none"> - Peserta didik bersama guru membuat kesimpulan tentang materi pembelajaran yang telah dipelajari. - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran. - Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Peserta didik dan guru mengucapkan salam penutup. 	15 menit

G. Sumber Belajar

1. Sumber Belajar

Buku Bahasa Inggris “Ketika Bahasa Inggris Berdering a Bell” Untuk SMP/MTs Kelas VII, Kementrian Pendidikan dan Kebudayaan edisi Revisi, Halaman 145-175.

2. Media/Alat

- A. Lembar kerja siswa
- B. Lcd
- C. Buku catatan

Lampiran 01

Inatrumen Penilaian

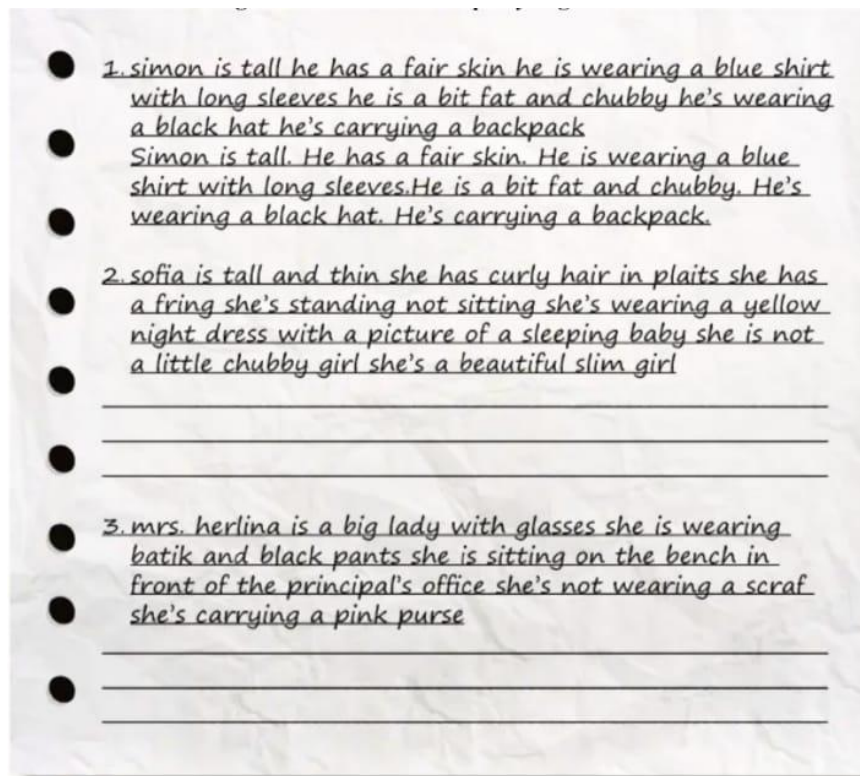
Intrumen Penilaian Kompetensi Dasar

Indikator: Mengidentifikasi fungsi sosial, struktur teks, dan elemen kebahasaan dari teks deskriptif sangat pendek dan sederhana

Materi: Teks Deskriptif

Indikator Soal: Diberikan teks deskriptif yang penulisannya belum benar, peserta didik mengidentifikasi penggunaan tanda baca dengan benar sehingga teks deskriptif tersebut memiliki makna.

Instrumen Soal: Perbaikilah teks deskriptif tentang Simon, Sofia dan Mrs Herlina dibawah ini dengan menggunakan tanda baca yang benar, sehingga menghasilkan teks deskriptif yang memiliki makna.



Lampiran 02

Instrumen Penilaian

Instrumen Penilaian Kompetensi Pengetahuan

Indikator : Menemukan gambaran umum, informasi tertentu, informasi rinci, informasi tersurat, dan makna kata yang terdapat dalam teks deskriptif tertulis.

Materi : Teks Deskriptif

Tingkat : Menganalisis

Indikator Soal : Diberikan sebuah objek sesuai dengan teks deskriptif, peserta didik menuliskan informasi berdasarkan objek yang diberikan.

Instrumen Soal: Tuliskan informasi tentang objek yang dipilih sesuai intruksi yang disampaikan.

Descriptive Text – Writing Task**Instructions:**

Write a short paragraph describing one of the following:

- Your classmate
- A family member
- Your pet

Write at least 5 sentences.

Mengetahui
Guru Mata Pelajaran,

Bondowoso, 6 mei 2025
Peneliti

Hendra Sukma Ari Prayitno, S. Pd.Gr

Fatimah Dinda Zhafirah

RPP
RENCANA PELAKSANAAN PEMBELAJARAN
EXPERIMENTAL CLASS

Nama Sekolah : SMP Negeri 1 Ijen
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)/ II (Genap)
Materi Pokok : Descriptive text
Alokasi Waktu : 4 JP/2 Pertemuan

B. Kompetensi Inti

1.Kompetensi Inti Sikap Spiritual

Menghayati dan mengamalkan ajaran agama yang dianutnya.

2.Kompetensi Inti Sikap Sosial

Menghayati dan mengamalkan perilaku a) jujur, b) disiplin, c) santun, d) peduli (gotong royong, kerjasama, toleran, damai), e) bertanggung jawab, f) responsif, dan g) pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

3.Kompetensi Inti Keterampilan

Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4.Kompetensi Inti Keterampilan

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar

<p>3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>4.7. Teks deskriptif</p> <p>4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan</p>
--	--

	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
Indikator Pencapaian Kompetensi	
3.7.1. Mengidentifikasi informasi orang, binatang, dan benda yang terdapat dalam teks deskriptif.	4.7.1. Menerangkan informasi orang, binatang, dan benda yang terdapat dalam teks deskriptif..
3.7.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sangat pendek dan sederhana.	4.7.2. Merespon makna yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
3.7.3. Menemukan gambaran umum, informasi tertentu, informasi rinci, informasi tersurat, dan makna kata yang terdapat dalam teks deskriptif secara tertulis	4.7.3. Menyusun teks deskriptif secara lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan serta mahir menangkap makna dan menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Teks deskriptif merupakan sebuah teks yang menggambarkan sesuatu, orang, binatang, atau benda. Tujuan dari teks deskriptif untuk menggambarkan sesuatu, orang, binatang, atau benda sehingga pembaca atau pendengar dapat memahami apa yang digambarkan dalam teks tersebut.
- Struktur teks deskriptif terdiri dari dua bagian, yaitu:

- c. Identification (Identification), merupakan bagian pertama dalam teks deskriptif yang berfungsi untuk mengenalkan suatu hal (orang, binatang, atau benda) yang akan dideskripsikan kepada pembaca atau pendengar.
- d. Description (deskripsi), merupakan bagian kedua dalam teks deskriptif, berisi sifat-sifat atau karakteristik dari suatu hal (orang, binatang, atau benda) yang dideskripsikan. Sifat-sifat atau karakteristik tersebut merupakan karakteristik khusus benda tersebut bukan karakteristik secara umum.
- Unsur kebahasaan dalam teks deskriptif, yaitu:
 - d. Menggunakan Simple Present Tense, contoh: she is beautiful, he is handsome, etc.
 - e. Menggunakan kata sifat (Adjective), contoh: beautiful, handsome, big, small, long, short, tall, etc.
 - f. Menggunakan kata penghubung (Linking Verb), contoh: to be (am, is, are), seem, look, like, have, etc.

E. Metode Pembelajaran

Metode pembelajaran yang digunakan adalah Konvensional

F. Kegiatan Pembelajaran

1, Pertemuan Pertama

Indikator Penapaian Kompetensi
3.7.1. Mengidentifikasi informasi orang, binatang, dan benda yang terdapat di dalamnya teks deskriptif.
3.7.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi sangat singkat dan sederhana.
3.7.3. Menemukan gambaran umum, informasi tertentu, informasi rinci, informasi tersurat, dan makna kata yang terdapat dalam teks deskriptif tertulis

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)

Pendahuluan	<ul style="list-style-type: none"> - Guru memberikan salam, berdoa, dan memeriksa kehadiran peserta didik. - Guru memberikan motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi - materi terbuka dalam kehidupan sehari-haridangan berikan contohnya. - Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Guru menyampaikan meliputi materi dan penjelasan kegiatan sesuai silabus. 	20 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik membaca beberapa teks deskriptif tentang orang, binatang, dan benda. - Peserta didik bermain permainan menebak berdasarkan teks tersebut untuk memahami isi teks. - Peserta didik menyalin dengan tulisan tangan yang rapi teks deskriptif orang, binatang, dan benda, sangat pendek dan sederhana - menggunakan ejaan dan tanda baca dengan benar. - Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif. <p>Menanyakan</p>	45 menit

	<ul style="list-style-type: none"> - Dengan bimbingan dan Arah guru, siswa menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif. - Guru menyampaikan pertanyaan penuntun. (pertanyaan utanjaintuk membangkitkan rasa ingin tahu siswa tentang teks deskriptif. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Think: Peserta didik diminta untuk memikirkan dan memahami isi dari teks deskriptif yang telah dibaca dan diamati. - Talk: Dalam kelompok kecil, peserta didik mendiskusikan isi teks dan menyampaikan pendapatnya tentang ciri-ciri teks deskriptif, struktur, serta kebahasaannya. - Write: Setelah berdiskusi, peserta didik menuliskan hasil pemahamannya dalam bentuk paragraf deskriptif sederhana tentang orang, binatang, atau benda yang dipilih, dengan memperhatikan struktur dan unsur kebahasaan. 	
Penutup	<ul style="list-style-type: none"> - Peserta didik bersama guru membuatkesimpulan tentang materi pembelajaran yang telah dipelajari. - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran. - Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan. berikutnya. 	15 menit

	- Peserta didik dan guru mengucapkan salam penutup.	
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2. Pertemuan Kedua

Indikator Pencapaian Kompetensi
4.7.1. Menyajikan informasi orang, binatang, dan benda yang terdapat dalam teks deskriptif.
4.7.2 Menyusun teks deskriptif secara lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> - Guru memberikan salam, berdoa, dan memeriksa kehadiran peserta didik. - Guru memberikan motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi terbuka dalam kehidupan sehari-hari dan berikan contohnya. - Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Guru menyampaikan meliputi materi dan penjelasan. kegiatan sesuai silabus. 	20 menit
Inti	Mengeksplorasi <ul style="list-style-type: none"> - Secara kolaboratif, peserta dibesarkan dengan meniru contoh-contoh yang ada untuk 	45 menit

	<p>membuat teks deskripsi sangat pendek dan sederhana tentang orang, binatang, dan benda.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik berdiskusi dengan teman satu kelompok, kemudian menulis teks deskriptif hasil diskusi sangat pendek dan sederhana tentang orang, binatang, dan benda yang ada dalam kehidupan peserta didik di rumah, sekolah, dan sekitarnya dalam Bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial yang hendak dicapai. - Peserta didik menyampaikan teks deskriptif hasil diskusi untuk teman-temannya dengan cara dibacakan di depan kelas. 	
Penutup	<ul style="list-style-type: none"> - Peserta didik bersama guru membuat kesimpulan tentang materi pembelajaran yang telah dipelajari. - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran. - Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Peserta didik dan guru mengucapkan salam penutup. 	15 menit

G. Sumber Belajar

3. Sumber Belajar

Buku Bahasa Inggris “Ketika Bahasa Inggris Berdering a Bell” Untuk SMP/MTs Kelas VII, Kementrian Pendidikan dan Kebudayaan edisi Revisi, Halaman 145-175.

4. Media/Alat

D. Lembar kerja siswa

E. Lcd

F. Buku catatan



Lampiran 01

Inatrumen Penilaian

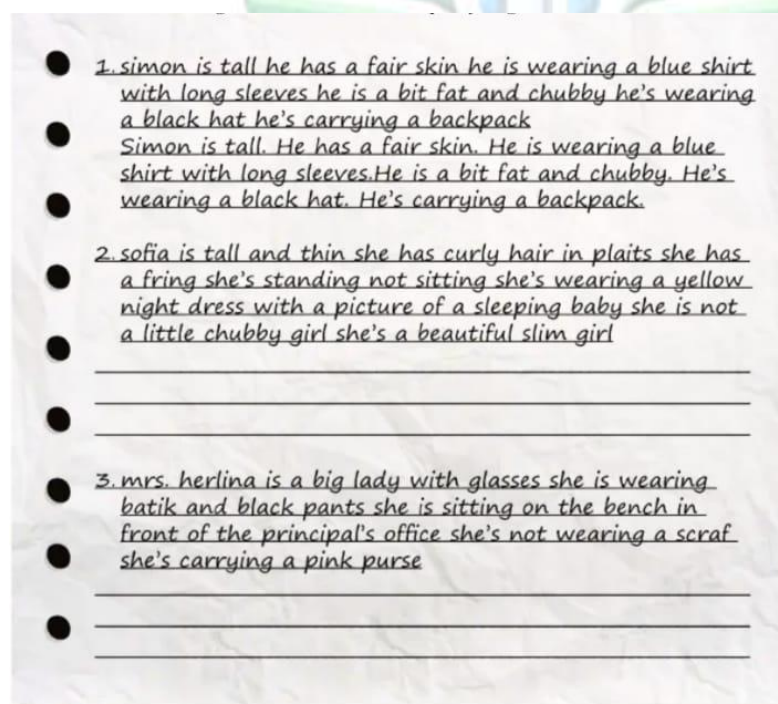
Intrumen Penilaian Kompetensi Dasar

Indikator: Mengidentifikasi fungsi sosial, struktur teks, dan elemen kebahasaan dari teks deskriptif sangat pendek dan sederhana

Materi: Teks Deskriptif

Indikator Soal: Diberikan teks deskriptif yang penulisannya belum benar, peserta didik mengidentifikasi penggunaan tanda baca dengan benar sehingga teks deskriptif tersebut memiliki makna.

Instrumen Soal: Perbaikilah teks deskriptif tentang Simon, Sofia, dan Mrs. Herlina di bawah ini dengan menggunakan tanda baca yang benar, sehingga menghasilkan teks deskriptif yang memiliki makna.



1. simon is tall he has a fair skin he is wearing a blue shirt with long sleeves he is a bit fat and chubby he's wearing a black hat he's carrying a backpack
 Simon is tall. He has a fair skin. He is wearing a blue shirt with long sleeves. He is a bit fat and chubby. He's wearing a black hat. He's carrying a backpack.

2. sofia is tall and thin she has curly hair in plaits she has a fring she's standing not sitting she's wearing a yellow night dress with a picture of a sleeping baby she is not a little chubby girl she's a beautiful slim girl

3. mrs. herlina is a big lady with glasses she is wearing batik and black pants she is sitting on the bench in front of the principal's office she's not wearing a scraf she's carrying a pink purse

Lampiran 02

Instrumen Penilaian

Instrumen Penilaian Kompetensi Pengetahuan

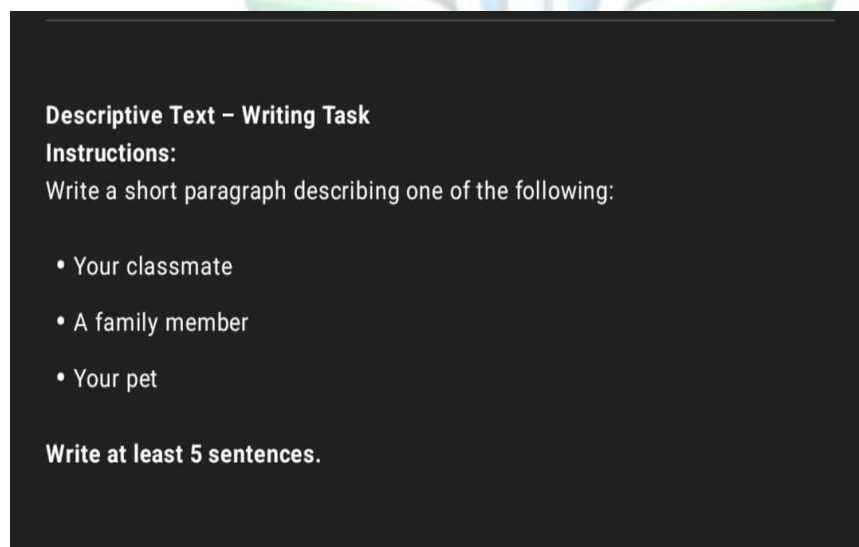
Indikator : Menemukan gambaran umum, informasi tertentu, informasi rinci, informasi tersurat, dan makna kata yang terdapat dalam teks deskriptif tertulis.

Materi : Teks Deskriptif

Tingkat : Menganalisis

Indikator Soal : Diberikan sebuah objek sesuai dengan teks deskriptif, peserta didik menuliskan informasi berdasarkan objek yang diberikan.

Instrumen Soal: Tuliskan informasi tentang objek yang dipilih sesuai instruksi yang disampaikan.



Descriptive Text – Writing Task

Instructions:

Write a short paragraph describing one of the following:

- Your classmate
- A family member
- Your pet

Write at least 5 sentences.

Mengetahui
Guru Mata Pelajaran,

Bondowoso, 6 mei 2025
Peneliti

Hendra Sukma Ari Prayitno, S. Pd.Gr

Fatimah Dinda Zhafirah

Appendix 9

Documentatio

Eksperimental Class



This documentation was carried out during the implementation of the **Think Talk Write Strategy** in the **experimental class**, consisting of 24 students. It's Observing, Talking and Writing

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Control Class



This documentation was conducted during the teaching process in the **control class**, which consisted of 24 students and used conventional teaching methods without the **Think Talk Write strategy**.

Observation



This observation carried out to asses the Researcher performance during the teaching and learning process in both the experimental and control classes.

Appendix 10

PLAGIARISM DATA



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Fatimah Dinda Zhafirah

NIM : T20186134

Program Studi : PBI

Judul Karya Ilmiah : THE EFFECTIVENESS OF THINK-TALK-WRITE (TTW) STRATEGY TO STUDENTS' WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL IN IJEN-BONDOWOSO

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (22%)

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Jember, 21 Mei 2025

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember



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NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 11**DECLARATION OF AUTHORSHIP**

The undersigned bellow

Name : FATIMAH DINDA ZHAFIRAH
Place, date of birth : Bondowoso, 7 November 1999
Addres : Ds.Sempol, Kec. Ijen, Kab. Bondowoso
Faculty : Tarbiyah and Teacher Training
Program : English Education

State that thesis entitled "The Effectiveness of Think-Talk-Write (TTW) Strategy To Students' Writing Descriptive Text At The First Grade Of Junior High School In Ijen-Bondowoso" is truly my own work from the result of conducting research at The Seventh Grade of SMPN 1 Ijen.

Bondowoso, 25 May 2025



FATIMAH DINDA ZHAFIRAH

NIM. T20186134

Appendix 12

CURRICULUM VITAE



Personal Information

Name : Fatimah Dinda Zhafirah
 Nim : T20186134
 Place, Date of Birth : Bondowoso, 7 November 1999
 Address : Ds. Sempol, Kec. Ijen, Kab. Bondowoso
 Department : Tarbiyah and Teacher Training
 Program : English Department
 Email : mandadinda14@gmail.com

Educational Background

2005-2007 : TK Kartini
 2007-20012 : SD Negeri Sempol 1
 2012-2015 : SMP Negeri 1 Sempol
 2015-2018 : SMA Ibrahimy