THE EFFECT OF USING THINK TALK WRITE (TTW) STRATEGY TOWARD THE ABILITY IN WRITING DESCRIPTIVE PARAGRAPH OF EIGHT GRADE STUDENTS AT HASANAH ISLAMIC JUNIOR HIGH SCHOOL PEKANBARU

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Thesis

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ABSTRAK

Melia Asnita (2012) : Pengaruh dari Penggunaan Strategi Think-Talk-Write (TTW) terhadap Kemampuan dalam menulis Descriptive paragraph Siswa Kelas 8MTS Hasanah Pekanbaru

MTS Hasanah Pekanbaru adalah salah satu sekolah yang menggunakan kurikulum KTSP sebagai pedoman dalam proses belajar mengajar. Setelah melakukan riset pendahuluan pada sekolah ini, penulis menemukan bahwa beberapa siswa kelas 8 masih memiliki kemampuan yang lemah dalam menulis descriptive paragraph yang membuktikan mereka menemukan kesulitan dalam menulis ide pokok dan menggambarkan suatu objek sedangkan mereka telah mempelajarinya.Dengan demikian, penulis tertari untuk melakukan penelitian yang berjudul Pengaruh dari Penggunaan Strategy Think-Talk-Write (TTW) terhadap Kemampuan dalam menulis descriptive paragraph Siswa Kelas 8 MTS Hasanah Pekanbaru.

Jenis Penelitian ini adalah penelitian quadi eksperimen. Tujuan dari penelitian ini adalah untuk mencari perbedaan yang significant terhadap kemampuan menulis descriptive paragraph siswa yang diajarkan dengan menggunakan strategy konventional dan yang diajarkan dengan menggunakan strategi Think-Talk-Write (TTW). Subjek dari penelitian ini adalah siswa kelas 8 MTS Hasanah Pekanbaru.Pada penelitian ini, penulis mengambil 2 kelas dari 6 kelas,kelas ekperiment dan kelas kontrol. Kelas 8A sebagai kelas Experiment dan kelas 8D sebagai kelas kontrol.Setiap kelas terdiri dari 30 siswa. Dalam mengumpulkan data, penulis menggunakan test dan lembar observasi. Dalam penelitian ini, penulis menganalisa data menggunakan SPSS 16.0

Akhirnya, penulis menemukan rata-rata nilai tes akhir siswa di kelas kontrol adalah 64,77. Sedangkan rata-rata nilai test akhir siswa dikelas eksperimen adalah 71.56. Hasil dari sign t test (0.122 > 0.05). H_o diterima dan H_a ditolak. Ini berarti bahwa tidak terdapat perbedaan yang significant dari kemampuan siswa dalam menulis descriptive paragraph yang diajarkan dengan menggunakan strategy konventional dan yang diajarkan dengan strategy Think-Talk-Write (TTW).

ABSTRACT

Based on the writer's preliminary study, it was found that the students are not interested in Writing English material. This problem was caused by some factors. For example some of students are lazy to read the reading material and some of students are lazy to do their reading task. So, the writer was interested in carrying out the research about this problem.

The research was administered at MTS Hasanah Pekanbaru. The subject of the research was the second year students of Hasanah Islamic Junior High School Pekanbaru, and the object of this research was the Effect of using Think Talk Write Strategy strategy. The design of this research was Quasi-experimental design.

The population of this research all of the second year students. The total number of population was large, the writer used cluster random sampling by taking two classes as sample; VIII.A consisted of 30 students as experimental group, and VIII.D consisted of 30 students as control group.so, the number of sample from two classes were 60 students. To analyze the data, the writer adopted Anova formula by using SPSS.

After analyzing the data, the writer found that there is significant effect of using Think Talk Write strategy toward The Ability In Writing Descriptive Paragraph Of The Eight Grade Students At Hasanah Islamic Junior High School Pekanbaru, where $F_{calculated}$ is14.521 is higher than $F_{0.05}$ is 4.00. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted .

التجريد

راؤف تتوقا بروّانشاه (٢٠١٢) : تأثير استخدام أسلوب ملاحظاتالنافذة نحو رغبة القراءة للطلاب فى السنة الثانية فى المدرسة الثانوية الحكومية الاحدى عشرة بدوماي.

بدراسة سابقة الباحث، وجد أن التلاميذ ليس لهم رغبة نحو المادة اللغة الإنجليزية. وهذه المشكلة تسبب العوامل الكثيرة. ومثالها كسل بعض الطلاب ليقرؤا مادة القراءة التى قد تعطى وبعضهم كسلوا أن يعملوا التمرينات التى تعطى عن الأساتيذ. إذن، يحب الباحث أن يقوم هذا البحث العلمي عن تلك المشكلة.

قيم البحث العلمي فى المدرسة الثانوية الحكومية الإحدى عشرة بدوماي، وفرد البحث هو الطلاب السنة الثانية فى المدرسة الثانوية الحكومية الإحدى عشرة بدوماي وموضوع هذا البحث هو تأثير فملاحظاتالنافذ أما جنس هذا البحث فهو . شبهالتجربة

من هذا البحث هو كل الطلاب السنة الثانية فى المدرسة الثانوية الحكومية الإحدى عشرة بدوماي. تمع كله هو ١٠٨ طالبا وطالبة. ن المجتمع كثير فالباحث استخداماًأخذالعيناتالعشوائيةالعنقودية الذى يأخذ فصلان لعينة البحث والأول الفصل الثامن "أ" وجد فيه ٣٦ طالبا وطالبة للفرقة التجريبية والثانى الفصل الثامن "ب" وجد فيه ٣٦

طالبا وطالبة للفرقة المقربة. إذن، العينة من ذلكما الفصلان هى ٧٢ طالبا وطالبة. أما طريقة تحليل البيانات فاستخدام الباحثمستقلعينةاختبار tمن خلال SPSS.

وبعد أن حلل البيانات فوجد الباحث تأثير من استخدام أسلوبملاحظاتالنافذة الجيد نحو رغبة القراءة للطلاب فى السنة الثانية فى المدرسة الثانوية الحكومية الاحدى عشرة بدوماي، وأما T دل على ٥،٥١٦ فى درجة ٥% وهو ٢،٠٠، و فى درجة ١% وهو٢.٦٥. ففرضيةباطلةمردود وفرضيةبديلة مقبول، يدلعلى٢،٠٠> ٢،٥٦<٥٦،٥

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CHAPTER 1
INTRODUCTION

A. Background ofthe Problem

Writing descriptive paragraph is writing appeals to the senses, so it tells how something looks, fells, smells, tastes, and/ sounds. A good description is a word picture ; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top. Also notice how the description of the woman moves from far away to near.

Writing descriptive paragraph actually is not difficult, but many students can not develop their idea. They don't know what should they write. To improve the student's writing ability, it needs an appropriate strategy or technique to solve their problems. There is a strategy to improve the student's ability in writing, especially writing Descriptive paragraph. The strategy is called " Think Talk Write" strategy. This strategy is good for Descriptive Paragraph. It is corrected by Martinis and Bansu I " Think Talk Write(TTW) strategy is one of the learning strategythat can develop students understanding and communication ability. The principle this strategy are think, speaking, and writing."[1].

From the statements above, strategy or method is one of the instruments to get achieve the learning. Think talk write strategies suitable to get students class

[1]Martinis Yamin. 2009.*Tactic develop students ability,Jakarta.GP,Press.* P 247

participation and individuals participation. This strategy presents opportunity for students to cooperate with their partners. This strategy will make students active.

This strategy can help students to improve their writing ability which is called the Think Talk Write (TTW) strategy. The Think Talk Write(TTW) strategy can used in teaching writing because Harvey F Silver Explains " The formulation of Think Talk Write(TTW) strategy use learning cooperative strategy provides students with a powerful to develop their idea before write to helps them to Deepen comprehension by thinking as they write."[2]. Beside that, Richard W. Strong add two benefits of Think Talk Write (TTW) strategy they are :**First**, It has proven especially effective with reluctant and at risk learners. Richard W. Strong explains " The Think Talk Write (TTW) strategy asks them what they think and lets them have their opinions, then improve their speaking skill in small group dicsuccion. Students share their opinion and their idea about one topic to their friends before write on paper. The students get bored when the matery is not related with their life.. The Think Talk Write (TTW) strategy challenge students to go beyond the basic facts of what they're learning and push further, into self discovery." **Second** the Think Talk Write (TTW) strategy provides teacher with deep insight into how each student's mind works. There are three steps to use the Think Talk Write (TTW) strategy :

1. First, Introduce model Think Talk Write strategy by showing how student collect facts, idea, and feeling related to a particular topic or text.

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[2]Harvey Silver et al.. *The strategies Teacher*. VirginiaUSA; 2007.p.27 . 1983.

2. Second, ask students what do they think about the topic, after that make heterogen small group discussion in order to learning process more effective.

3. Third, Invite students to share their opinion with the class in small group discussion, and conduct a discussion on what students have learned about students have learned about the content and about their personal preferences, then students develop their idea on the paper and showing what they write in front of the class. The teacher check what the students write and give score.

In teaching learning process of English in Indonesian school, especially in every educational level, writing is categorized as the last language skill that should be mastered by all of students because Categorize good writing skill namely writing skill will help them in academic success and their future. This statement also stated by Richard "good writing skills are essential to academic success and requirement for many occupations and proffesions"[3].

To improve students' writing ability, it needs an appropriate strategy or technique to solve their problems. There is a strategy to improve the students' ability in writing, especially writing Descriptiveparagraph. The strategy is called "Think Talk Write" strategy. This strategy is good for Descriptiveparagraph. It is corrected by Martinis and Bansu I "Think Talk Write(TTW) Strategy is one of the

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[3]Richard. Jack C. 1990. The Language Teaching Matrix. USA: Cambridge University Press. P. 100

learning strategies that can develop students understanding and communication ability.The principle of this strategy are think, speaking and writing"[4].

So, the suitable solution for problem above by using Think Talk Write(TTW) strategy. In Think Talk Write (TTW) strategy can make students active in the class. Learning process in this strategy kind of three steps namely:

1. Think. In this step developing think ability anymore. Students get LKS that have same picture from teacher explain before. Students read direction, then make individual hand out, after that describe object suitable with picture.

2. Talk. In this step students make small group discussion kind of 3-5 students. Students discuss with their group. Students can share their idea with their friends and make conclusion.

3. Write. In this step students make more explain. Students production result from Think and Talk as individual, then develop their theoretical framework. Students describe situation object as picture, then review and revise mistake in writing. Students can interaction with teacher if they have difficult problem in write descriptive paragraph. Finally presentation what they write in front of class.

From the statements above, strategy or method is one of the instruments to get achieve the learning. Think talk write strategies suitable to get students class

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[4]Ibid

participation and individuals participation. This strategy presents opportunity for students to cooperate with their partners. This strategy will make students active.

As the writer know, This strategy have power after Think, students share their idea and discuss it after that write on the paper. Of course this strategy will make students easy to develop their idea in writing descriptive paragraph, they can write what the think on their brain and they use vocabulary that they have. As the writer know before, students very difficult to develop their idea and use vocabulary that they have because after think students direct write what they think, of course it make students still confuse.

Hasanah Islamic Junior High School Pekanbaru is one IslmicJunior High School in Pekanbaru. As a formal school, it also provide English to the students, especially writing skill. There are some types of genres that the second year students learn. They can be seen on the standard competence stated in the syllabus ofHasanah Islamic Junior High School Pekanbaru for the second year is that "students will be able to express the information of genre of texts, such as monologue ofdescriptive text, spoof, hortatory, report and analytical exposition"[5].In this research, the writer focuses on DescriptiveParagraph. The passing score (KKM) of English subject, especially for writing in Hasanah Islamic Junior High School Pekanbaru (MTS HASANAH) is 70. Based on the statement above, it is clear that writing skill one aspects of students' need.

Based on the writer's prelimanary study in Hasanah Junior High School Pekanbaru (MTS Hasanah), english is taught two times in a week. Each meeting

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[5]Darusman,S.Pd. *Syllabus ofMTS Hasanah 2010-2011*. (Pekanbaru: Unpublished, 2010). P.6

is 90 minutes. For writing, it is taught by using Three-phase technique. At the first activity, teacher ask the students to review all aspects in a text, for example descriptiveparagraph(its purpose, organization, andDescribe something). Then, the students write a Descriptiveparagraphand get feedback from the teacher and rewrite. And at the last of teaching and learning activity, the teacher assesses the students' work. Based on the description above, writing was taught maximally. Teacher explain the topic is clearly and use many sample. In fact, someof students still face the problems and difficulties in writing, especially developing Descriptiveparagraph. The students can not develop their idea, although They have many vocabulary on their brain. Some of students can not able to express their idea in form Descriptive paragraph actually they know theoretical frame work. Some of students not able to develop detail in descriptive paragraph although they know steps write descriptive paragraph. Some of students have difficulties to determine the sequence of events in Descriptive paragraph although they know about it but they still confuse what should they write. Some of students can not use their vocabulary, although they have many vocabulary. The writing skill of the students is still far from the expectation of the curriculum. The difficulties can be seen in the following phenomenas:

1. Someof students are not able to write the good tenses in a sentence based on the types of text. Although They know kind of tenses.

2. Some of students are not able to express their ideas in form Descriptive paragraph. Although They know form of Descriptive paragraph.

3. Some of students are not able to develop the detail in Descriptive paragraph. Although They have many idea in their mind.

4. Some of students have difficulties to determine the sequence of events in Descriptive paragraph.

5. Some of students can not use their vocabulary, although they have many vocabulary.

Therefore, the writer is interested to carry out a research entitled: **THE EFFECT OF USING THINK TALK WRITE(TTW) STRATEGY TOWARD THE ABILITY IN WRITING DESCRIPTIVE TEXT OF EIGH GRADE STUDENTS AT MTS HASANAH PEKANBARU.**

B. The Definitions ofthe Terms

1. Think Talk Write Strategy

    i. Think: Use your mind to form opinion, make decisions. Created an idea in your imagination.

    ii. Talk: Say thinks, speak to give information, conversation or discussion.

    iii. Write: This is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are your details.

    From the definitions above, the writer concludes that Think Talk Write is a strategy for writing that use Think Talk Write Strategy in heterogen small group discussion to help students to write Descriptive paragraph.

2. Writing, based on Sturm and Koppenhaver in Nation, "tell us that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription"[6]

   Based on the explanation above, the researcher conclude that writing isan activity we do to express our ideas writtenly and it can be in different type and different purpose. It has multiple components to do this activity, they are the topic, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription.

3. Descriptive Paragraph: "the paragraph about appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space."[7] Based on the Effective Academic writing 2 states that "Descriptive uses words to build images for the reader. These images may come from sights, sounds, tastes, or even feelings. Good descriptive writing makes the reader fell as if he or she is present in scene. "[8].

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[6]Nation, I.S.P . 2009. *Teaching ESL/EFL Reading and Writing.* New York: Roudledge. P.113

[7]Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing. Third edition.* New York: Pearson Education, Inc. p.60

[8]Savage Alice Patricia Mayer Pte. Ltd. 2006. Effective Academic Writing 2.New York Pearson Education,Inc.P.28

Based on the definitions above, the writer concludes that Descriptive Paragraph is one kind of paragraph tells about Something, Describe thing, someone and the other.

Based on the definition of writing and Descriptive paragrpah, the writer concludes that writing Descriptive paragraph is an activity the students do in expressing their ideas to entertain or amuse the reader. In writing Descriptive paragprah, the students must pay attention in making the time order to organise the sentence.

C. Problem

1. Identification ofthe Problem

Based on the problems that are explained above, it is clear that some of students Hasanah Islamic Junior High School Pekanbaru still face some difficulties in learning English, especially in writing. For further explanation, the problems are identified as follows:

a. Why are someof students not able to write correct a good tenses based on the types of the text?

b. Why are someof students not able to express their idea in form Descriptive paragraph?

c. Why are some of students not able to develop the detail in Descriptive paragraph?

d. Why do some of students have difficulties to determine the sequence of events in Descriptive paragraph?

e. Why do some of students can not use their vocabulary, although they have many vocabulary?

2. **Limitation ofthe Problem**

Based on the identification of the problems above, thus, the problems of this research are limited to:

a. The students' ability in writing Descriptive paragraph by using Think Talk Write (TTW) strategy.

b. The students' ability in writing Descriptive paragraph without using Think Talk Write (TTW) strategy.

c. The effect of using Think Talk Write (TTW) strategy toward students' ability in writing Descriptive text in Hasanah Islamic Junior High School.

d. This strategy will focus on the prewriting process.

3. **Formulation ofthe Problem**

The problem of this research is formulated in the following questions:

a. How is the students' ability in writing descriptive paragraph taught by using Think Talk Write(TTW) strategy?

b. How is the students' ability in writing writing descriptive paragraph by using Think Write?

c. Is there any significant difference on students' writing ability between the class who is taught by using ofThink Talk Write(TTW) strategy and the class who is by using Think Write?

D. The Objective ofthe Research

This research has some objectives, as follows:

a. To obtain the information about the students' ability in writing Descriptive paragraph by using Think Talk Write (TTW) strategy.

b. To obtain the information about students' ability in writing Descriptive Paragraphby using Think Write.

c. To obtain the information the significant difference of students' ability in writing Descriptive paragraph between the students who are taught by using Think Talk Write and the students who are not.

E. The Sifnificance ofthe Research

1. This research is hopefully contributing to the writer as a researcher in term of learning to conduct a research as novice researcher.

2. These research findings are also expected to give a positive contributions regarding with the process of teaching and learning English, especially in writing Descriptive Paragraph to the students and the teacher/s at the second year students of Hasanah Islamic Junior High School.

3. These research findings are also expected to contribute the development of teaching and learning English theoritically or practically as a foreign

language and for those who are concerned very much in the field of
language teaching and learning.

CHAPTER II
THE REVIEW OF LITERATURE

A. Theoritical Framework

1. The Nature of Writing

a. Definition and the Purpose of Writing

Writing is an activity that always we do. It can be for private or public purpose. Diary is one of the writing activities we do in our daily life. Writing is not same as speaking. This statement agrees with Broughton and friends that "The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation— interact with the listeners and adapt as we go along."[1]

Hughey, in his book, also stated that"writing differs from speech inseveral important ways"[2]. His statement was supported by Vygotsky's idea, that is "composing written discourse is a separate linguistic function, differing from oral speech in both structure and mode of functioning. Even its minimal development requires a high level of abstraction."[3]

From the statements above, the writer concludes that writing is different from Speaking, because writing is not spontaneous act. It needs

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[1]Broughton, geoffrey. Et all. 1980. Teaching Engsish as a Foreign Language. USA and Canada: Routledge. p.116

[2]Hughey. Jane B et aL. 1983. *Teaching ESL Composition: Principles and Techniques.* Rowley. London. Tokyo: Newbury House Publishers, Inc. p.3

[3]. Ibid. P.3

some preparation in doing it. There are some points to be concern for those who want to write.

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

> " telling your reader what you want to communicate may be easy, but it is rarely very interesting or even very believable. In order to support your statements, you will need to specify them by adding details and examples. In other words, showing your reader that what you have presented is valid will make your essay more interesting and more believable"[4]

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

> Through writing students can express their ideas, their feelings, their hopes, and etc. Writing for some writers have different purpose. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and can not focus on their writing. By knowing the purpose, students will be easy to decide the techniques to achieve good writing. Therefore, students need to identify a purpose of their writing.[5]

. There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince.

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[4]Reid. Joy M. 1988. The Process of Composition. New Jersey: Prentice-Hall, Inc
[5]Ken Hyland. Second Language Writing [*Electronic Book*]. New York: Cambridge University Press, 2004. p. 32. Retrieved on February 1st, 2011 from www.libary.nu.com.

b. The Importance of Writing

Writing well is very importance for us. It unavoidable that writing has importance in our life, especially in term of academic. According to Graham that "Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy."[6] As Graham said that the good writing will lead us to the success in term of academic. This statement is equal with the phenomena in university. The university requires the students to make research paper to finish their study. Its mean that writing will determine our graduation from a university. In short we can conclude that the writing is important.

c. The Steps of Writing

As the writer said before that writing is not an easy job. It need some process in producing the written material. According to Graves' statement that is quoted by Johnson, there are five steps in writing, they are

1) *Prewriting*. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

2) *Drafting*. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the

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[6]Graham, Steve and Dolores Pin. 2007. *Writing Next*. New York: Carniege Corporation. p. 3

draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those

drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).

3) *Revising*. This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding

and changing. Here you look for flow and structure. You reread paragraphs and move things around.

Generally, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

4) *Editing*. This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing

suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

5) *Publishing and sharing*. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting

d. TeachingWriting

Teaching is the process in transfering knowledge to students. Brown states that "teaching consists of those activities (techniques and exercises) related to delivery of information"[7]. It means that teaching is a process to transfer information or knowledge from teacher to the students by using various techniques and exercises.

Teaching writing as teaching the other skills such as speaking, listening, and reading is needed very much. The students neesd to be taught writing because they will do many activities that relate to writing,

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[7] James Dean Brown. *The Elements of Language Curriculum.* Boston: Heinle and Heinle Publisher, 1995. p. 179.

such as writing letter, essay, reply letter, e.t.c. According to Harmer, there some reason why teach writing, they are:

1) Reinforcement

    Some of students acquire some languages purely oral/aural way, but most of us benefit greatly from seeing language written down.

2) Language Development

    We cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along

3) Learning Style

    Some of students are fantastically quick at picking up language just by looking and listening. Writing is appropriate for the learners who think things to produce the language in a slower way. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication

4) Writing as a skill

    By the far of the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.[8]

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[8]Harmer. Jeremy. 1998. *How to Teach English*. Edinburgh. Pearson Education. P.79

Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills. Reading, vocabulary, and grammar skills are employed in the act of writing.[9]

Based on the explanation above, it is enough clear that teaching writing is necessary. Through teaching writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the mastery of vocabulary and grammar has main role. Having good grammar and vocabulary will lead the writer to have good writing. So, by teaching writing, the other skills will be learned indirectly.

The standard competence of English language for second year of senior high school have stated that students are able to communicate oral and written language in text of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition. It means that the teacher should teach the students to write some kind of texts: descriptive, narrative, anecdote, analytical exposition, and hortatory exposition. But in this research, the researcher only will focus on writing Descriptive paragraph.

Teaching writing in the classroom means that the teacher give the explanation to the students how to write in good order and get them to write. Teacher should ask the students to write a text. Then, the teacher should assess students' writing to measure how well students' achievement in writing.

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[9]Jane Hughey., et. al. *Teaching ESL Composition (Principles and Techniques).* London: Newbury House Publishers, 1983. p. 6.

Assessing students' achievement in writing is not easy as assessing reading skill. In assessing writing, the teacher can not measure the students ability by giving them multiple choice, or short answer that can be done in assessing reading. The teacher should ask the students to write in order to know students' achievement. Assessing and scoring students' writing can be done by using the ESL Composition Profile. The ESLComposition Profile provides some criterias that should be measured by the teacher. It can be explained as follow:[10]

ESL Composition Profile

	Score	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD	knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE	some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR	limited knowledge of subject , little substance, inadequate development of topic.
	16-13	VERY POOR	does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD	fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE	somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

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[10]Arthur Hughes. *Testing for Language Teachers, Second Edition*. United Kingdom: Cambridge University Press, 2003. p. 104

	13-10	FAIR TO POOR	non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	VERY POOR	does not communicate, no organization, OR not enough to evaluate.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE	adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	FAIR TO POOR	limited range, frequent errors of word/idiom form, choice, usage, meaning confused.
	9-7	VERY POOR	essentially translation, little knowledge of English vocabulary, idiom or word form, OR not enough to evaluate.
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD	effective complex construction, few errors of agreement, tense, word order, articles, pronoun, and prepositions.
	21-18	GOOD TO AVERAGE	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, but meaning seldom obscured.
	17-11	FAIR TO POOR	major problems in simple and complex construction, frequent errors of negation, agreement, tenses, number, word order, articles, pronoun, preposition, meaning confused or obscured.
	10-5	VERY POOR	virtually no mastery of sentence constrution rules, dominated by errors, does not communicate, OR not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD	demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paraghraping.

	4	GOOD TO AVERAGE	occasional errors of spelling, punctuation, capitalization, paragraphing but the meaning obscured.
	3	FAIR TO POOR	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate

e.   Writing Descriptive Paragraph

Descriptive paragraph is the paragraph about describe of event.It is same as Kane's idea in his book that "A *Descriptive*writing uses words to build images for the reader. These images may come from sights, sounds, smells, tastes, or even fellings. Good descriptive writing makes the reader fell as if he or she is present in the scene"[11]. Alice stated that:

> "In descriptive, a writer uses details to tell how a subject looks, sounds, smells, tastes, or fell. The essay should make the reader feel like responding to what he or she is reading.[12].

In Descriptive paragraph, the writer describe what he/ she looks/ fells and so on first, what what he/ she fells.The writer make stimulating ideas, brainstorming and outlining(descriptive organization). In descriptive

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[11]Savage Alice Patricia Mayer,2006. *Effective Academic Writing*. New York: Oxford University Press. p.28

[12]Kies, Daniel.2007. *The Narrative Essay*. Department of EnglishCollege of DuPage:http://papyr.com/hypertextbooks/comp1/narrativ.htm. Retrived: January 3rd, 2012.

organization the writer introduces the object or event of description, the important point of the paragraph and make conclusion. The conclusion gives the writer's final opinion about the description.[13]

Example of Descriptive paragraph:

Food From the see

My father told me that we should always respect nature and learn where our food comes from. He said that food tasted better when you got it your self and ate it in a natural place.

I will always remember the taste of the crabs we caught that day. The beach was quiet and still at six o'clock. The tide had just come in, so there were many crabs walking slowly on the white sand. We sat a few feet away from my father's special crab traps. The traps were made of bamboo, and they looked like round cages, but one side had a small entrance for the crab to go in. There were some small, fragrant fish in t he trap. The fishy smell made the crabs hungry, so they crawled into the traps.

From that day on, I knew my father was right. Food tastes best when it is something that you have caught or grown yourself. I have eaten crab many times since then, but it has never tasted as good as it did that day.

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[13]Ibid. p. 366

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2. The Concept of Think Talk Write Strategy

a. Definition of TTW Strategy

TTW strategy is one of writing strategy. The Think Talk Write(TTW) can help students to improve their writing ability which is called The Think Talk Write(TTW) Strategy.Opportunities to describe a sequence of events come up all the time. This strategy consists of three words, they are:

i. Think: Have particular idea or opinion, use your mind to form opinions, make decision, create idea in your imagination and etc

ii. Talk: To deliver in talking; to speak; to utter; to make a subject of conversation; as, to talk nonsense; to talk away an evening.

iii. Write: This is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are your details.

Its mean that this stratgey will help students to improve their writing abilility. This strategy use comparative strategy provides students with a powerful to develop their idea before write that helps them to Deepen comprehension by thinking as they write.

b. The Advantages of TTW Strategy

TTW strategy is included in prewriting activity. This strategies suitable to get students class participation and individual participation. This strategy presents opportunity for students to cooperate with their

partners and make heterogen small groups discussion. This strategy will make students active, Improve their idea, enrich their vocabulary and make learning situation more efective.

c. Teaching wrting by using TTW Strategy

TTW is an organizing concept which directs the learner to identify the Think, Talk, Write in writing Descriptive paragraph. There are some steps in conducting TTW strategy in the classroom, especially in teaching and learning writing. The steps are (the figure shown after the steps):

1. Think

Its mean students think activity can see when learning process, for instance in learn that students must think something in a problem that get in English or the other problem in daily activity. Learning process read book or handout English or article that correlation with matery . After that students start to think solution from the problem with write on book or handout or remember step by step that understand or difficult to understand. In this step teacher can give picture to help students describe something.

2. Then, Talk. Students do communication with friends in group to get solution together from solution that have think before by individual than will discuss together in the class. Every group kind of member 5-6 students.

3. Write. Students write achieve discussion in book, handout or LKS. In this step students can develop their idea, their opinion and describe something suitable with matery that discuss.

4. In write step, when students still have problem to develop their idea, they can write question on handout then they can develop their idea, opinion based on the question.

5. Finally, students showing their opinion in handout to the teacher. This process Think talk write on handout

This step help students to develop their idea, opinion and the other to make writing descriptive paragraph.

Justin Bieber

Justin Bieber is a Canadian pop R and B singer. He is multitalented young artist. He can singing, dancing, playing musical instruments and writing song lyrics.

He is tall and Handsome. His hair is blonde. His haircut become so popular. His dance performance is as good as his voice. He is the teen star idol. Many teenager around the world become Bieber fever.

B. **Relevant Research**

Based on Syafi'i, relevant research is intended to avoid the plagiarism toward the designs and findings of the previous researchers. The following are some relevant researches in refernce to this research project.

The first research is a research that was concluded by Riski Kinanti(2008) entitle "The students' ability in writing Descriptive paragraphs and the factors that influence it". Her research design was in a correlation research. She tried to find out the correlation between brainstroming technique and the ability in writing Descriptive essay. Based on the result of her research, there was correlation between brainstorming of picture series and the ability in writing Descriptive essay. She also found two factors that most influences the students' ability in writing Descriptive essay, they were (1)the students try to find out about brainstorming technique of picture series in another ways and (2) the students pay attention in Descriptive essay about the components of writing.

The second research was conducted by Nadia Devaga(2008) entitled, "The students' ability in writing Descriptive paragraph and the factors that influence it of the third year students at MTSN 1 Pekanbaru". Her research was descriptive research. She concluded that the students'ability in writing Descriptive paragraph is classified into weak category. It was caused by the student's grammar mastery,

the students' vocabulary mastery, and the students' punctuation in writing Descriptive paragraphs were not good enough in writing Descriptive. But, the dominant factors are grammar and vocabulary mastery.

C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables; they are independent variable(X) and dependent(Y) variable. Variable X is the effect of using Think-Talk-Write(TTW)strategy. Variable Y is the students' ability in writing Descriptive paragraph.

I. The indicators of variable X (The Effect of using TTW Strategy):

1. Filling out the Think-Talk-Write strategy, start in the "Think". Teacher give some problem to think in order get good solution from the problem. Students can write what the think on handout.

2. Then, after students think what the good solution from the problem, they talk to their friend in the group and discuss about it. One group kind of 5-6 students.

3. Write. To make easy develop idea students can make question on handout before write what their discuss in the group. Students can make descriptive paragraph base on question or achieve that discuss in the group.

II. The indicators of variable Y (Students' Writing Descriptive Paragraph Ability) :

1. The sstudents are able to express their ideas in writing Descriptive paragraph.

   a. Event

   b. Sight

   c. Sounds

   d. Smell

   e. Tastes

   f. Feeling etc

2. The students are able in making Descriptive paragraphs that contains :

   a. Content

   b. Organization

   c. Vocabulary

   d. Language use

   e. Mecahnic

3. The students are able to write Descriptive pragraph that contains :

   a. Orientation

   b. Complication

   c. Resolution

D. Assumption and Hyphothesis

1. Assumption

1) Descriptive paragraph has been learned by the second year students at the first semester. It is assumed that the first semester of the second year students of Hasanah Islamic Junior High School Pekanbaru are able to write descriptive paragraph well.

2) Students writing ability can improve with use suitable method or strategy.

3) Students writing skill are variation.

2. Hypothesis

Ha : There is a significant effect of using Think-Talk-Write (TTW) strategy toward students' ability in writing Descriptive paragraph.

Ho : There is no significant effect of using Think-Talk-Write (TTW) strategy toward students' ability in writing Descriptive paragraph

CHAPTER III
RESEARCH METHODOLOGY

A. The Research Design

This research consists of two variables; they were independen variable (x) refers to the use ofThink-Talk-Write(TTW) strategy, andY refers to students' ability in writing Descriptiveparagraph as dependent variable. Creswell stated that "In experiment we test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable"[1]. The experimental research was identified by giving treatement to the sample as the independent variable. This statement agrees with Ferguson's idea that "an independent variable used in experiment may be either a treatment variable or a classification variable. In conducting this research, the writer was use two classes. The first class wasused as control class which was taught by using the Think-Talk-Write(TTW) strategy. In this research, the writer used control – group design. This kind of this research design was popular as quasi experiment.This quasi experimental design was focused on Nonequivalent Control Group Design.

The experiment and control class was given pretest and posttest. And only the experiment class was treated by using Think-Talk-Write(TTW) strategy.In this research, the writer used quasi experiment and focused on Nonequivalent Control Group.

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[1]Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* New Jersey: Pearson Education International. p. 299

The research design simply schematized as follow :[2]

Experimental Group   O_____X_____O

   Control Group   O_____O

   O = Test

   X = treatment by using the Think-Talk-Write(TTW) strategy

B. The Time and the Location ofthe Research

This research was conducted at Hasanah Islamic Junior High School. The research was conducted for two month, on March and April.

C.The Subject and the Object of the Research

The subject ofthis research was the second semester of the secondyear students of Hasanah Islamic Junior High School in the academic year 2011/2012. The object of this researchwas the effect of using Think-Talk-Write(TTW) strategy toward students' ability in writing Descriptive paragraph.

D.The Population of The Research

The population in this research was the second semester of second year students at HasanahIslamic Junior Hightschool Pekanbaru, in academic year of 2011/2012. There were Seven classess. The writer choosed class 8 A and 8D. The reason why writer choose class 8A and 8D, because this class had same academic ability, it can be looked in their achievement English, had same facilities in the class. One class consist of 30 students.So total

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[2]Tuckman, Bruce W. *Conducting Educational Research Fifth Edition.* New York: Harcourt Brace College Publisher. 1999. p.141

population in this research were 60 students.. One class was experiment class and one class was control class.

A. The Techniques of Collecting Data

In order to get the data that were needed to support this research, the writer used 2 kinds of data collecting technique, observation and test.

1. Observation

   Generally, classroom observation is the way to organize and control the students' behavior, movement and interaction by the teacher or investigator. Richard states that the classroom observation includes procedures for grouping students for different types of classroom activities[28]. In this research, the observer directly observes the process of teaching and learning in the classroom.

2. Test

   Test is used to measure whether there is or no and how big the ability of the object of research (students)[29]. The test was given to the students. The test was taken twice, pre-test and post test. Pre –test was taken before applying the treatment and post test was taken after applying the treatment.

To assess the score of writing ability, there are five components involved: Content, Organization, Vocabulary, Language Use and Mechanics. It is described clearly in Syafii's book as follow [30]..

F. The Technique Of Data Analysis

In order to anayze the students' ability in writing descriptive paragraph, the writer uses minimum standard score of English lesson in Hasanah Islamic Junior High School (MTS Hasanah) Pekanbaru (KKM) that was 70 for students writing ability. It means for those who get score < 70, they do no pass the minimum standard score (KKM), while for those who get score > 70 or 70, they pass minimum graduated score (KKM). The technique analysis used in this research is SPSS.16.0

The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file and copy it to SPSS window in data interview.

2. From the tab menu of SPSS, Click *Analyze-Descriptive Statistic Frequency*.

3. From the menu click your variable, and press the narrow button.

4. From the analysis setting, click statistics, that will be shown *Frequencies Statistic*, It is consisted of four analysis group:

   a. Percentile Values, click Quartiles and Percentiles (s)

   b. Central Tendency, Click Mean, Mode, and Sum

c. Dispersion, click Std Deviation, Variance, Range, Minimum, maximum, and S.E, Mean.

d. Distributions, click Skewness and Kurtosis, and than click contine.

5. From the Charts analysis setting, Click Histogram With normal curval and click continue.

6. From the format analysis setting, at *order by* menu click *Ascending* Values, at *Multiple Variables* click compare Variables, and than click continue.

G. The Reliability and the Validity of the test

According to Shomamy, reliability refers to the extent to which the test is consistent in its score, and gives us an indication of how accurate the test scores are[3]. The concept of reliability stems from the idea that no measurement is perfect. It is reflected in the obtaining how far the instrument test that enable to measure the same subject on different occasions that indicated the similar result.

In this result, to know the reliability of the writing test, the writer used inter rater reliability because the writer has two raters in order to score the students writing ability.

Gay said that inter judge reliability can be obtained by having two or more judges independently score the test to compare the score of both judges.

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[3]Shohamy, Elena. *A Practical Handbook in Language Testing for the Second Language Teacher*. Israel: ramat aviv. 1985. p. 70

The score of rater 1 correlated to the score of the rater 2. The higher correlation, the higher inter judge reliability.

To know the correlation between score of rater 1 and score of rater 2, the writer used product moment correlation formula as follows[4]:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N.\sum Y^2 - (\sum Y)^2}}$$

Then, coefficient of product moment correlation is compared to the degree of freedom (df) as follows:

df = N – nr

N = Number of cases

Nr = total variable correlated

Statistically, the hypotheses are:

$H_o = r_o < r_t$

$H_a = r_o > r_t$

H_o is accepted if $r_o < r_t$, or there is no significant correlation between score of rater 1 and score of rater 2.

H_a is accepted if $r_o > r_t$, or there is significant correlation between score of rater 1 and score of rater 2.

The following table describes the score of post test in experimental class between score of rater 1 and rater 2.

Table III. 5

The Post Test Score in Experimental Class between Rater 1 and Rater 2

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[4]Hartono. *Statistik Untuk Penelitian*. Op cit, p.84

No	X	Y	XY	X^2	Y^2
1	72	76	5472	5184	5776
2	77	75	5699	5852	5550
3	74	73	5366	5402	5329
4	75	62	4650	5625	3844
5	71	54	3772	4970	2862
6	77	62	4743	5852	3844
7	71	73	5147	4970	5329
8	78	75	5811	6084	5550
9	80	62	4920	6400	3782
10	74	65	4741	5402	4160
11	72	55	3960	5184	3025
12	69	54	3692	4761	2862
13	69	70	4830	4761	4900
14	81	75	6075	6561	5625
15	66	64	4191	4356	4032
16	74	70	5108	5402	4830
17	75	64	4763	5625	4032
18	72	62	4464	5184	3844
19	68	64	4318	4624	4032
20	62	64	3968	3844	4096
21	71	55	3878	4970	3025
22	72	62	4464	5184	3844
23	71	62	4371	4970	3844
24	72	55	3960	5184	3025
25	59	66	3894	3481	4356
26	59	75	4396	3481	5550
27	77	67	5126	5852	4489
28	74	62	4557	5402	3844
29	69	62	4278	4761	3844
30	68	64	4318	4624	4032
	2144	**1943**	**138929**	**153955**	**127160**

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{(30.138928) - (2143)(1943)}{\sqrt{[30.153954 - (2143)^2][30.127160 - (1943)^2]}}$$

$$r_{xy} = \frac{4.167.840 - 4.163.849}{\sqrt{[4.618.620 - 4.592.449][3.814.800 - 3.775.249]}}$$

$$r_{xy} = \frac{16.086}{\sqrt{[26.648][29.084]}}$$

$$r_{xy} = \frac{16.086}{\sqrt{1.035.089.221}}$$

$$r_{xy} = \frac{16.086}{32172}$$

$$r_{xy} = 0,50$$

From the table and calculation above, it can be seen that the coefficient of correlation product moment (r_o) between score of rater 1 and rater 2 is 0,916. Before comparing it to r table (r_t), we have to obtain the degree of freedom (df).

df = N-nr

df = 30-2

df = 28

After obtaining the degree of freedom, the coefficient of correlation product moment is compared to r table either at 5% and 1%. After looking at r table, 28 did not find. In this case, the writer took df 30 as the nearest. At level 5%, r_t is 0,349 and at level 1%, r_t is 0,449. Based on r table, it can be analyzed that $r_o > r_t$ either at level 5% and 1%. In the other words, we can read, 0,349 < 0,50 > 0,449. So, the writer can conclude that there is significant correlation between score of rater 1 and score of rater 2. In other words, the test used by writer is reliable.

Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. To know the validity of the test, the writer used content validity. According to shohamy, the purpose of content validity is to examine whether the test is a good representation of the material that need to be tested. In other words, the test is a good reflection of what material that has been taught and of what knowledge which the writer wants the sample to know. It means that the test had fulfilled the validity content, because the material of the test had been taught at the eight grade of Hasanah Islamic Junior High School Pekanbaru and the material took from the guidance book for the students and other related sources.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The aim of this research is to obtain whether there is a significant effect of students' ability in writing descriptive paragraph which is taught by using conventional technique and which is taught by using Think Talk Write strategy. The data of this research were taken from observation and test.

The first data were from observation. They were obtained during the teaching process. The purpose of observation was to describe the condition of classroom participant itself and how the teacher treated Think Talk Write strategy in the classroom. The observation was conducted by the English teacher. The writer treated experimental class foreight meetings byusing Think Talk write strategy and all of meetings had been observed by the English teacher at every meeting.

The second data were the students' scores of post-test of both classes: experimental and control class. Before giving post test, the writer gave pre test to all of the samples in both classes. In pre test result found that both classes had no different score significantly. Meaning that, both of their writing ability is homogenous.

Theexperimental class had been taught by usingThink Talk Write strategy, while control class had been taught by using conventional technique. Post-test was given to the students in both classes after treatment

was complete during eight meetings and the results of test were evaluated by two raters.

B. The Data Presentation

The data of this research were observation and post test. The observation is about how Think Talk Write strategy was implemented by giving checklist, and the post-test was collected to be evaluated by the raters.

1. The Data of Observation

The following table is the description of data observation of Think Talk Write strategy.

Table IV.1

The Recapitulation of the Data Observation

No.	Item Observed	Meeting								Yes		No	
		1	2	3	4	5	6	7	8	F	%	F	%
1	The teacher gives a problem to the students									8	100%	0	0%
2	The teacher asks the students to think good solution from the problem.				-			-		7	87.5%	1	12.5%
3	The teacher asks students to write solution from the problem							-		7	87.5%	1	12.5%
4	The teacher asks the students to write solution									8	100%	0	0%
5	The teacher gives instruction to make small group discussion									7	87.5%	1	12.5%
6	The teacher asks the students to share their idea about the problem above in small group discussion			-						8	100%	0	0%
7	The teacher helps students that still confuse to write question based on part of topic discussion									8	100%	0	0%
8	The Teacher asks the students start to write descriptive paragraph by using TTW strategy and Every leader in the group present it in front of the class									8	100%	0	0%
	Total									**61**	**95.1%**	**3**	**4.68%**

Based on the table observation above, the writer implemented Think Talk Write strategy 3 steps on 8 meetings.At the first, the fourth, sixth, seventh and eighth item , the witer did 8 times. At the second and thirdand fifth item, the writer did 7 times. It was categorized into 87,5%. It was categorized into 100%. SuharsimiArikuntodivides the category into five: Very Good, Good, Enough, Less and Fail[1]. Based on the recapitulation of the data above, it can be seen that the implementation of comparison and contrast technique got 95.1%. It means that it is categorized as "Good".

Table IV.2

The Category of the Data Observation

No.	Category	Percentage (%)	Score
1	Good	76-100	83.4%
2	Enough	60-75	
3	Less	0-59	

2. The Data of Test

The data of this research were got from the score of students' pre-test and post-test. It was collected through the following procedures:

1. Students were asked to write descriptive paragraph in the blank sheet which given by the writer.

2. It was collected to evaluate the appropriate of content, vocabulary, language use, organization and mechanics.

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[1]SuharsimiArikunto.*Dasar-DasarEvaluasiPendidikan*. Jakarta: BumiAksara. 2009. p. 245

3. The writer gave it to two raters to evaluate the students' writing descriptive Paragraph .

4. The writer added the scores from two raters and divided it.

1. **The Students' Writing Score on Pre test**

   a. **Control Class**

   The students' writing descriptive paragraph ability in control class before giving the conventional technique can be seen in the following table as follows:

Table IV. 3

The Students' Pre Test Score in Control Class

Student	Rater I	Rater II	Final Score
S1	61	62	61,5
S2	73	68	70,5
S3	57	60	58,5
S4	56	64	60
S5	53	54	53,5
S6	56	58	57
S7	67	64	65,5
S8	65	63	64
S9	56	65	60,5
S10	65	69	67
S11	56	63	59,5
S12	58	61	59,5
S13	66	68	67
S14	71	76	73,5
S15	56	67	61,5
S16	51	49	50
S17	56	66	61
S18	53	54	53,5
S19	56	61	58,5
S20	56	67	61,5
S21	53	56	54,5
S22	53	52	52,5
S23	56	64	60
S24	53	51	52
S25	56	64	60
S26	68	72	70
S27	56	59	57,5

S28	56	53	54,5
S29	56	58	57
S30	56	54	55
Total	1751	1842	1796,5
Mean	58,37	61,4	59,8

Based on the data on the table above, the writer found that the total score which was evaluated by rater I was 1751, and the mean score was58,37. While the total score which was evaluated by rater II was 1842 and mean score was61,4. It was gotten from the same test. In the same time, by summing up the score from rater I and rater II and then divided 2, the writer found its total score. The total score which was gotten by control class on pre-test was 1796.5 and the mean score was59.88.

Table IV. 4

The Distribution of Frequency of Students' Pre Test Score in Control Class

Score	Frequency	Minimum Standard Score
< 70	27	Not Pass
≥ 70	3	Pass
Total	**30**	

Based on the table above, it shows that 27 students who are not passed the Minimum Standard Score and only 3 students who are passed the Minimum Standard Score.

b. **Experimental Class**

The students' writing descriptive paragraph ability before giving the treatment by using Think Talk Write strategy in the experimental class can be seen in the following table:

Table IV. 5

The Students' Pre Test Score in Experimental Class

Student	Rater I	Rater II	Final Score
S1	65	68	66,5
S2	74	77	75.5
S3	67	70	68,5
S4	69	72	70.5
S5	65	68	66,5
S6	66	69	67,5
S7	66	69	67,5
S8	75	79	77
S9	64	67	65,5
S10	62	65	63,5
S11	62	65	63,5
S12	67	70	68.5
S13	54	55	54,5
S14	63	66	64,5
S15	55	53	54
S16	62	65	63,5
S17	65	68	66,5
S18	58	61	59,5
S19	53	56	54,5
S20	56	59	57.5
S21	62	65	63.5
S22	64	67	65.5
S23	57	60	58,5
S24	63	66	64,5
S25	62	65	63.5
S26	56	57	56.5
S27	62	65	63.5
S28	63	66	64.5
S29	60	63	61.5
S30	62	65	63.5
Total	1879	1961	1920
Mean	62.63	65,37	64

By looking the detailed data on the table above, the writer found that the total score which was evaluated by rater I was 1792, and the mean score was59.73. While the total score which was evaluated by rater II was 1823 and mean score was60,77. It was evaluated from the same test. Then, by summing up the score from rater I and rater II and then divided 2, the writer found its total score. The total score which was gotten by experimental class on pre-test was 1920 and the mean score was64

Table IV. 6

The Distribution of Frequency of Students' Pre Test score in

Experimental Class

Score	Frequency	Minimum Standard Score
<70	27	Not Pass
≥ 70	3	Pass
Total	**30**	

Based on the table above, it shows that 27 students who are not passed the Minimum Standard Score and only 3 students who are passed the Minimum Standard Score.

2. **The Students' Writing Score on Post Test**

Students' writing Paragraph ability in control classand experimental classcan be seen in the explanation below, these data were analyzed to answer the formulation of the research and prove the hypothesis of this research.

a. Experimental Class

The students' writing paragraph ability in the experimental classon

post test can be seen in the following table of post test score:

Table IV. 8

The Students' Post Test Score in Experimental Class

Student	Rater I	Rater II	Final Score
S1	73	71	72
S2	76	77	76,5
S3	73	74	73,5
S4	73	77	75
S5	69	72	70,5
S6	76	77	76,5
S7	70	71	70,5
S8	77	79	78
S9	79	81	80
S10	72	75	73,5
S11	69	75	72
S12	67	71	69
S13	68	70	69
S14	81	81	81
S15	65	67	66
S16	74	73	73,5
S17	76	74	75
S18	70	74	72
S19	67	69	68
S20	63	61	62
S21	71	70	70,5
S22	72	72	72
S23	69	72	70,5
S24	69	75	72
S25	58	60	59
S26	59	59	59
S27	75	78	76,5
S28	72	75	73,5
S29	70	68	69
S30	67	69	68
Total	2120	2167	2143,5
Mean	70,67	72,23	71,45

By looking the detailed data on the table above, the writer found that the total score which was evaluated by rater I was 2120, and the mean score was 70,67. While the total score which was evaluated by rater II was 2167 and mean score was 72.23. It was evaluated from the same test. Then, by summing up the score from rater I and rater II and then divided 2, the writer found its total score. The total score which was gotten by experimental class on post-test was 2143.5 and the mean score was 71.45.

b. **Control Class**

The students' writing paragraphability of control class on post test was appeared one by one in the following table:

Table IV. 7

The Students' Post Test Score in Control Class

Student	Rater I	Rater II	Final Score
S1	73	79	76
S2	74	75	74,5
S3	73	73	73
S4	59	65	62
S5	52	55	53,5
S6	59	65	62
S7	73	73	73
S8	75	74	74,5
S9	62	61	61,5
S10	63	66	64,5
S11	59	51	55
S12	52	55	53,5
S13	67	73	70
S14	75	75	75
S15	63	64	63,5
S16	70	69	69,5
S17	62	65	63,5
S18	64	60	62
S19	62	65	63,5
S20	63	65	64

S21	54	56	55
S22	63	61	62
S23	62	62	62
S24	55	55	55
S25	65	67	66
S26	71	78	74,5
S27	65	69	67
S28	59	65	62
S29	59	65	62
S30	63	64	63,5
Total	1916	1970	1943
Mean	63,87	65,67	64,77

Based on the data on the table above, the writer found that the total score which was evaluated by rater I was 1916, and the mean score was63,87. While the total score which was evaluated by rater II was 1970 and mean score was65,67. In the same time, by summing up the score from rater I and rater II and then divided 2, the writer found its total score. The total score which was gotten by control class on post-test was 1943 and the mean score was64.77.

C. The Data Analysis

1. Data Analysis of Students' Ability in Writing Descriptive Paragraphin Experiment class and Control class on Post test

The description of the students' writing ability on post test of Control class can be seen in the following tables:

Table IV. 9

Mean and Standar Deviation

	Mean	Std. Deviation	N
Post experiment	71.45	5.258	30
Postcontrol	64.77	6.472	30

Based on the data obtained, we can conclude that Mean score on Post Experiment is 71.45 and on Post Control is 64.77. Standard Deviation on Post Experiment is 5.258 and on Post Control is 6.472. It means that there are a sginificant different score between Experiment class and Control class on Post test.

Table IV. 10

The students' distribution score on Post Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Post experiment					
Valid	59.00	2	6.7	6.7	6.7
	62.00	1	3.3	3.3	10.0
	66.00	1	3.3	3.3	13.3
	68.00	2	6.7	6.7	20.0
	69.00	3	10.0	10.0	30.0
	70.50	4	13.3	13.3	43.3
	72.00	5	16.7	16.7	60.0
	73.50	4	13.3	13.3	73.3
	75.00	2	6.7	6.7	80.0
	76.50	3	10.0	10.0	90.0
	78.00	1	3.3	3.3	93.3
	80.00	1	3.3	3.3	96.7
	81.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, we can find that 21 students who get the score were higher than 70 and they passed the SKL score and only 9 students who get the score were lower than 70 and they did not pass the SKL score. It means the is a significant different of students' score on Post Experiment because on Pre Experiment only 3 students who passed the SKL score.

Table IV. 11

The students' distribution score on Post Control

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	53.50	2	6.7	6.7	6.7
	55.00	3	10.0	10.0	16.7
	61.50	1	3.3	3.3	20.0
	62.00	7	23.3	23.3	43.3
	63.50	4	13.3	13.3	56.7
	64.00	1	3.3	3.3	60.0
	64.50	1	3.3	3.3	63.3
	66.00	1	3.3	3.3	66.7
	67.00	1	3.3	3.3	70.0
	69.50	1	3.3	3.3	73.3
	70.00	1	3.3	3.3	76.7
	73.00	2	6.7	6.7	83.3
	74.50	3	10.0	10.0	93.3
	75.00	1	3.3	3.3	96.7
	76.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

(The "Control" spans the header of the table above.)

Based on the table above, we can find that 8 students who get the score were higher than 70 and they passed the SKL score and 22 students who get the score were lower than 70 and they did not pass the SKL score. It means the is no a significant different of students' score on Post Experiment because on pre Experiment 3 students who passed the SKL score.

Table IV. 12

### The Students' Writing Ability Score in Experimental and Control Class

STUDENTS	EXPERIMENT		GAIN	STUDENTS	CONTROL		GAIN
	PRE	POST			PRE	POST	
Student 1	66,5	72	6	Student 1	61,5	76	4
Student 2	75.5	76,5	1	Student 2	70,5	74,5	14,5
Student 3	68,5	73,5	5	Student 3	58,5	73	2
Student 4	70.5	75	4.5	Student 4	60	62	0
Student 5	66,5	70,5	4	Student 5	53,5	53,5	5
Student 6	67,5	76,5	9	Student 6	57	62	7,5
Student 7	67,5	70,5	3	Student 7	65,5	73	10,5
Student 8	77	78	1	Student 8	64	74,5	1
Student 9	65,5	80	15	Student 9	60,5	61,5	-2,5
Student 10	63,5	73,5	10	Student 10	67	64,5	-4,5
Student 11	63,5	72	9	Student 11	59,5	55	-6
Student 12	68.5	69	1	Student 12	59,5	53,5	3
Student 13	54,5	69	15	Student 13	67	70	1,5
Student 14	64,5	81	17	Student 14	73,5	75	2
Student 15	54	66	12	Student 15	61,5	63,5	19,5
Student 16	63,5	73,5	10	Student 16	50	69,5	2,5
Student 17	66,5	75	9	Student 17	61	63,5	8,5
Student 18	59,5	72	13	Student 18	53,5	62	5
Student 19	54,5	68	14	Student 19	58,5	63,5	2,5
Student 20	57.5	62	4.5	Student 20	61,5	64	0,5
Student 21	63.5	70,5	7	Student 21	54,5	55	9,5
Student 22	65.5	72	6.5	Student 22	52,5	62	2
Student 23	58,5	70,5	12	Student 23	60	62	3
Student 24	64,5	72	8	Student 24	52	55	6
Student 25	63.5	59	4.5	Student 25	60	66	4,5
Student 26	56.5	59	2.5	Student 26	70	74,5	9,5
Student 27	63.5	76,5	13	Student 27	57,5	67	7,5
Student 28	64.5	73,5	9	Student 28	54,5	62	5
Student 29	61.5	69	7.5	Student 29	57	62	8,5
Student 30	63.5	68	4.5	Student 30	55	63,5	4.8
TOTAL	1920	2143,5	199	TOTAL	1796,5	1943	146,5
MEAN	64	71,45	7.45	MEAN	59,8	64,77	4.8

From the calculation above, we can see that Students' Writing Ability

in Pre test on Experiment Score is 64 and in Post Experiment is 71.45.

Students' Writing Ability in Pre test on Control Score is 59.8 and in Post Experiment is 64.77. It is clear that the Students' Writing Ability post test score in Descriptive Paragraph on Experimental Class is higher than Control Class. It is shown by the calculation 71.45 > 64.77.

Table IV.13

Histogram of Students Pre Test Score on Experimental Class
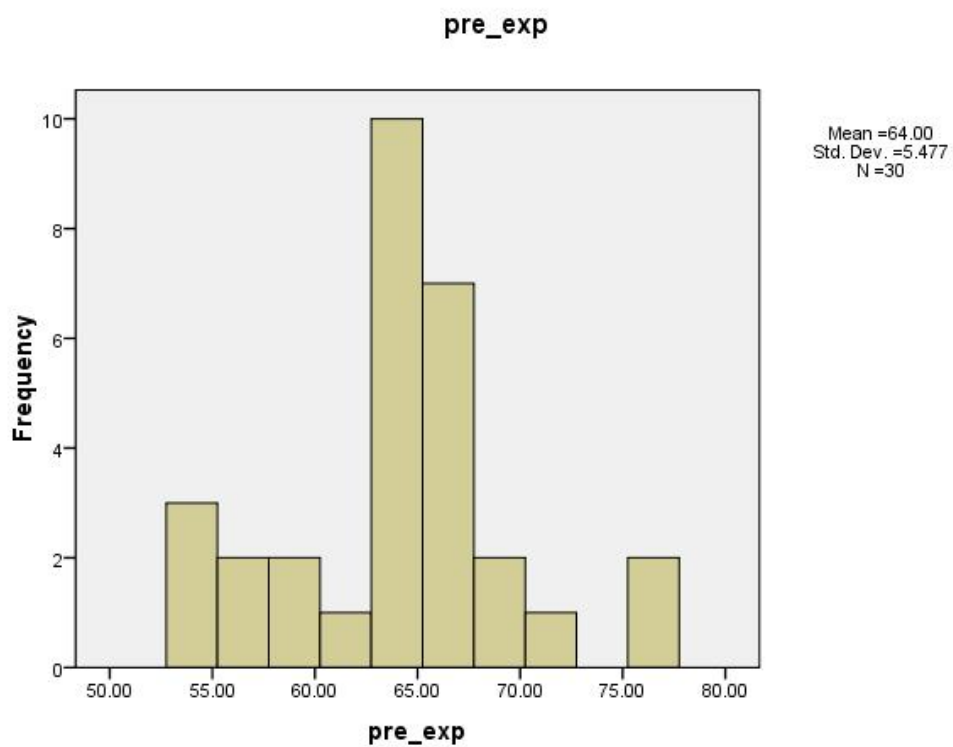
pre_exp

Mean =64.00
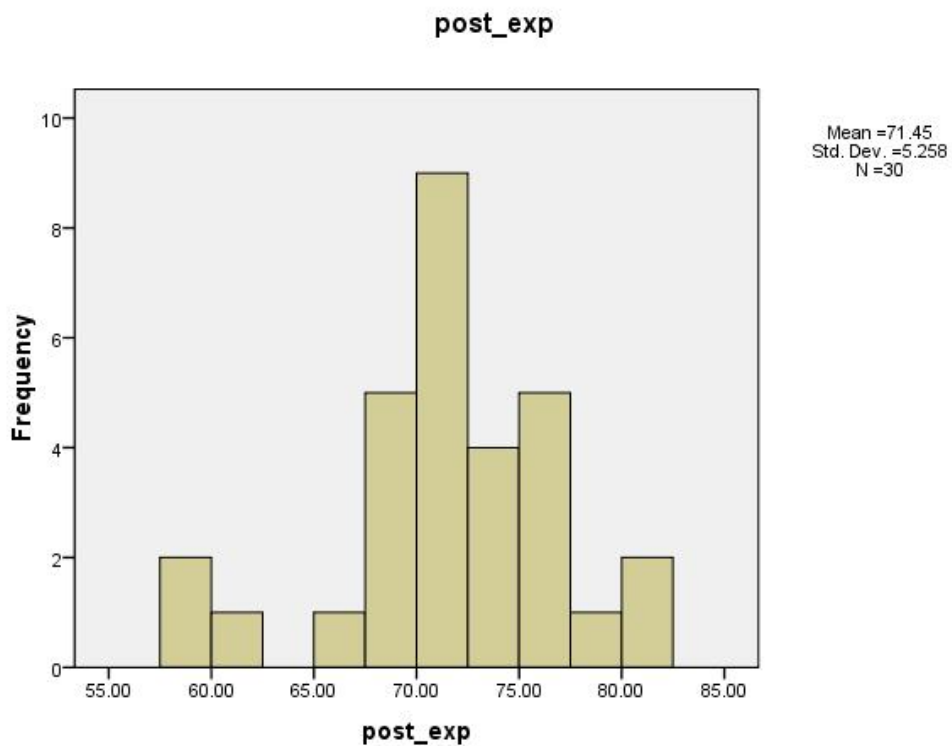Std. Dev. =5.477
N =30

From The Histogram above, The students' who got score 54 is 1 student. The students' who got score 54.5 is 2 students. The students' who got score 56.5 is 1 student. The students' who got score 57.5 is 1 student. The students' who got score 58.5 is 1 student. The students' who got score 59.5 is 1 student. The students' who got score 61.5 is 1 student. The students' who

got score 63.5 is 7 students. The students' who got score 64.5 is 3 students. The students' who got score 65.5 is 2 students. The students' who got score 66.5 is 3 students. The students' who got score 67.5 is 2 students. The students' who got score 68.5 is 2 students. The students' who got score 70.5 is 1 student. The students' who got score 75.5 is 1 student. The students' who got score 77 is 1 student.

Table IV.14

Histogram of Students Post Test Score on Experimental Class

post_exp
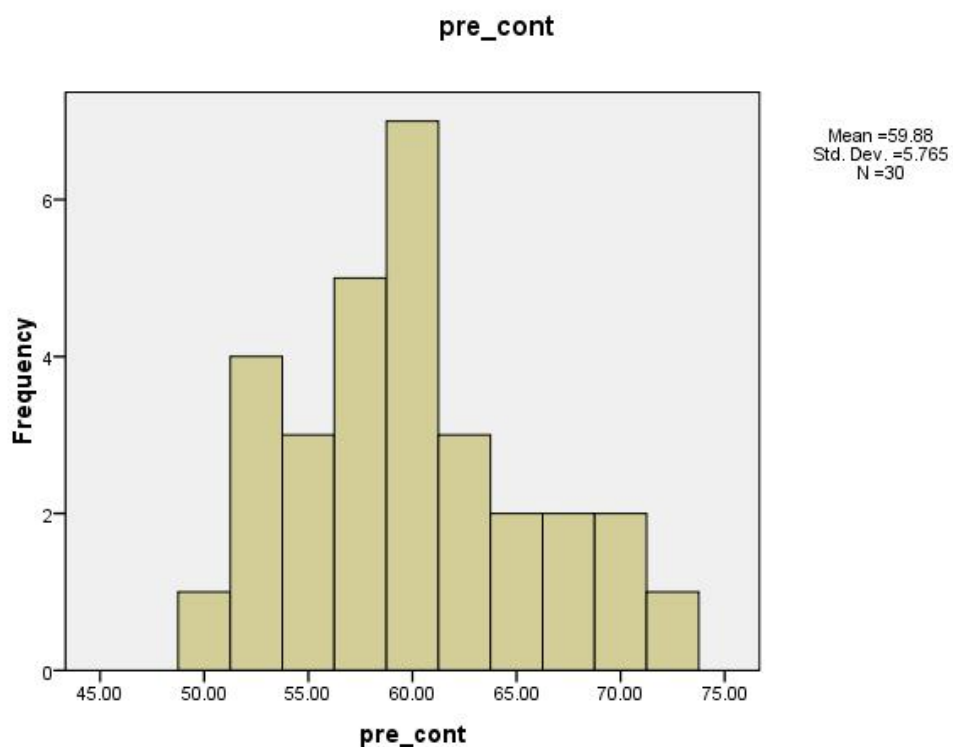
Mean =71.45
Std. Dev. =5.258
N =30

From The Histogram above, The students' who got score 59 is 2 students. The students' who got score 62 is 1 student. The students' who got score 66 is 1 student. The students' who got score 68 is 2 students. The

students' who got score 69 is 3 students. The students' who got score 70.5 is 4 students. The students' who got score 72 is 5 students. The students' who got score 73.5 is 4 students. The students' who got score 75 is 2 students. The students' who got score 76.5 is 3 students. The students' who got score 78 is 1 student. The students' who got score 80 is 1 students. The students' who got score 81 is 1 student.

Table IV.15

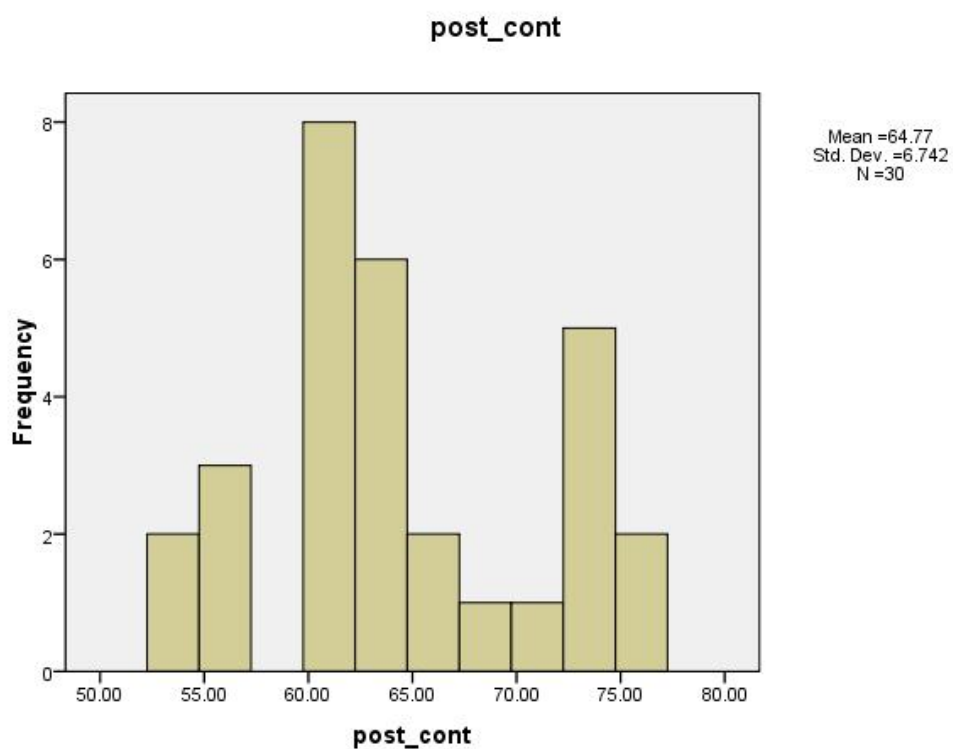**Histogram of Students Pre Test Score on Control Class**

From The Histogram above, The students' who got score 50 is 1 student. The students' who got score 52 is 1 student. The students' who got score 54 is 1 student. The students' who got score 54.5 is 1 student. The

students' who got score 55 is 1 student. The students' who got score 57 is 3 students. The students' who got score 57.5 is 1 student. The students' who got score 60 is 4 students. The students' who got score 61 is 2 students. The students' who got score 63.5 is 1 student. The students' who got score 64 is 2 students. The students' who got score 64.5 is 1 student. The students' who got score 65.5 is 1 students. The students' who got score 67 is 4 students. The students' who got score 68.5 is 2 students. The students' who got score 70 is 2 students. The students' who got score 75.5 is 1 student.

Table IV.16

Histogram of Students Post Test Score on Control Class

post_cont

Mean =64.77
Std. Dev. =6.742
N =30

From The Histogram above, The students' who got score 55 is 3 students. The students' who got score 59 is 1 student. The students' who got score 62 is 7 students. The students' who got score 64 is 1 student. The students' who got score 62 is 2 students. The students' who got score 67 is 1 student. The students' who got score 68 is 2 students. The students' who got score 69 is 1 student. The students' who got score 70 is 1 student. The students' who got score 70.5 is 1 student. The students' who got score 73 is 2 students. The students' who got score 73.5 is 2 students. The students' who got score 75 is 2 students. The students' who got score 76 is 1 student. The students' who got score 76.5 is 1 student. The students' who got score 78 is student. The students' who got score 80 is 1 student.

2. **The Effect of Students' Ability in Writing Descriptive Paragraph Which Is Taught By UsingThink Talk Write strategy And Which Is Taught By Using Conventional Technique**

Table IV. 17
Independent Sample t-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	2.468	.122	4.281	58	.000	7.45	1.560	3.599	9.808
	Equal variances not assumed			4.281	54.748	.000	4.8	1.560	3.599	9.808

Based on the output SPSS above, Independent-Sample T-test shows

Levene's Test to know the same varience.[2]

H_0 = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05, H_0 is accepted.

If probabilities < 0.05, H_0 is rejected.

Based on the output SPSS above, it can be said that degree of freedom is 58. The T- table at 5% level of significance = 2.00 and at 1% level significance = 2.65. So, we can analyze that 2.65 <4.28> 2.00 and t_0 is higher than t table both in 5% or 1%. It can be concluded H_0 is rejected and it means that there is any significance effect of using Think Talk Write strategy toward the Ability in Writing Descriptive of the Eight Grade Students at Hasanah Islamic Junior High School Pekanbaru.

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[2] Hartono. SPSS 16.0 Analisis Data Statistika dan Penelitian. Pekanbaru: Pustaka Pelajar. 2008, p. 159

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