

## THE USING OF THINK, TALK, WRITE (TTW) STRATEGY TO IMPROVE STUDENTS' WRITING SKILL

<sup>1</sup>Sarah Aprilia, <sup>2</sup>Rohdearni Wati Sipayung, <sup>3</sup>Ridwin Purba  
Fakultas Keguruan dan Ilmu Pendidikan ,Universitas Simalungun

### ABSTRACT

*This research aimed to improve students' in writing ability using think talk write strategy at the tenth grade of SMA Swasta Perguruan Keluarga. The problem of the research is Can the Think Talk Write (TTW) strategy to improve the students' writing skill at the tenth grade of SMA Yayasan Perguruan Keluarga Pematang Siantar?. The objective of the research is to improve the students' writing skill in descriptive text at the tenth grade of SMA Yayasan Perguruan Keluarga Pematang Siantar using the think talk write strategy. The research is quantitative research with Experimental research design by using the pre-experimental research methods with one group pretest-posttest design. For the data collection, there were pre-test and post-test. The population of this research 212 students' in research academic year 2023/2024 with of 35 students' was the sample. It used a purposive sampling. The data analysis was at tenth grade students' started from scoring pre-test and post- test and finding the different mean of the score. Based on the data analysis, the writer finding pre-test students' mean score 59,23 and after the treatment, the writer used to post-test to know students' improve writing ability score. The result of the test found the average of the pos-test mean score test was 82,97 . The different of the score was significant. It means that using think talk write strategy in teaching can improve the students' writing skill*

*Keywords: Think Talk Write Strategy, Writing Skill, Descriptive Text.*

## I. INTRODUCTION

### 1.1 Background of research

Writing is one of the four English skills used to convey ideas, opinions, thoughts and feelings in written form. Writing is different from other language skills. This means that when you first write something, you already think about what you are going to say and how you are going to say it. Although, there are several common problems that students often find in writing. Students do not understand how to start writing text and express their creativity in writing, moreover they have difficulty in arranging the grammar and lack of vocabulary. Many students had difficulty writing: First, students have difficulty in sharing ideas in written form due to lack of vocabulary knowledge, and they do not understand how to arrange words into correct English sentences. Second, there is less interest in learning English because they rarely practice English and their teachers rarely teach English in class. Finally, teacher performance includes teaching techniques, methods and strategies. Therefore teachers need various methods to teach students how to write well and correctly in English. In this research, the writer want to improve the student's writing skills by guiding them in writing paragraph. The writer want to improve students writing skill use the text. The text has some type such as descriptive, narrative, procedure and report text.

Based on the problem, the writer used TTW strategy help students generate their ideas in writing. Think Talk Write learning strategy is a learning model built through thinking, speaking and writing. Thinking means students are able to listen, know, respond and complete observation sheets related to the material after that students are able to communicate it through presentations or discussions with friends, then write by making reports individually and in groups. The Think Talk Write learning model is a learning strategy that involves several students in groups (3 to 5 people), then learning begins by thinking through reading material (Think), the results of thinking are communicated by talking and sharing ideas with friends (Talk) , and closed by concluding the results of the observation report through writing.

This strategy can make it easier for students to write because students practice working together or cooperative learning to improve writing skill. Students will feel relaxed if they work



together, students can think about what they know and share it with their group, finally they can write on paper after discussing with their group. In practice, using the TTW strategy can make students more active in telling their friends about their problems. Next, they can share ideas and discuss the problem in groups and produce a descriptive text. Based on the problem the writer chose the title “The using the think talk write (ttw) to improve students’ writing skill”

### 1.2. The problem of Research

Based on the background above, the problem of the research was : Can the Think Talk Write (TTW) strategy to improve the students’ writing skill at the tenth grade of SMA Yayasan Perguruan Keluarga Pematang Siantar in 2023/2024 academic year ?

### 1.3. The Objective of Research

The objective of the research is to improve the students’ writing skill in descriptive text at the tenth grade of SMA Yayasan Perguruan Keluarga Pematang Siantar using the Think Talk Write strategy as a writing learning activity which in the end can provide an opportunity to express the ideas that are in their minds, such as vocabulary, sentence structure, with what they thoughts put into their own writing.

## II. REVIEW OF LITERATURE

### Writing

Writing is one of the English language skills that requires more thinking and understanding that students must do. By writing, students can think about what is in their minds, be it feelings, meanings, opinions, ideas, thoughts, or anything expressed in written form.

Writing skills in English are skills that are not easy, because in writing students must have other skills, namely parts of writing skills such as vocabulary, grammar, spelling, and so on. Writing is a process of communicating with other people where the writer expresses to the reader his ideas and thoughts through written word (Wingersky in Hidayati, 2018: 23).

From the statement above, it can be concluded that writing is a skill in conveying ideas that have been arranged in words or paragraphs so that readers understand the meaning of the text.

#### 1. The Purpose of Writing

- 1) To deliver, writing is often used to deliver ideas, thoughts, or feelings of, writers to their readers.
- 2) To explore or learn, writing is one of the ways to explore and learn something like a new knowledge for people.
- 3) To inform, writing is always used to inform somebody about some news or information.

#### 2. The Process of Writing

- 1) Planning
- 2) Drafting
- 3) Editing
- 4) Final version

#### 3. The Components of Writing

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammar
- 5) Mechanic

#### 4. The Kinds of Writing

- 1) Expository
- 2) Descriptive
- 3) Narrative
- 4) Persuasive

### Teaching Writing Skill

Teaching writing is a process of interaction between students and teachers in the classroom that results in written production. The low ability of students in writing is caused by various factors. One of the dominant factors is the low role of teachers in developing students' writing skills. If students want to be able to write well then the role of the teacher is very important in learning to write



students need to know how to take notes as well as how to write essays and letters which makes these basic skills as important as speaking or listening.

### **Descriptive Text**

Descriptive text is one type of text that students must master in learning English. Descriptive text is a text that explains or describes a person, animal or object in terms of shape, characteristics, number and so on. The purpose of descriptive text is to explain, describe, or reveal a person or an object.

### **The Generic Structure of Descriptive Text**

#### a. Identification

In this part introduces to the subject of the description or identifies the statement or the phenomenon that consisted of one topic to be described.

#### b. Description

In this part gives details of the characteristic features of the subject.

### **The Language Feature of Descriptive Text**

- Specific participant : has a certain object, is not common and unique (only one).  
Forexample: Bandengan beach, my house, Borobudur temple, uncle Jim .
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity, for example, run, sleep, walk, cut.

### **Think Talk Write strategy**

The Think Talk Write learning strategy is a cooperative learning model which is basically a learning strategy through the stages of thinking, talking and writing (Sumirat, 2014: 24). The Think Talk Write (TTW) learning model is a learning strategy that involves several students in groups of 3 to 5 people, then learning begins by thinking through reading material (Think), the results of thinking are communicated by talking and sharing ideas with friends (Talk), and closed with the conclusion of the observation report in writing

### **Procedure of Think Talk Write**

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

One of the students from each group presented their answers, while other groups give an idea.

### **The Advantages of Think-Talk-Write Strategy**

The TTW strategy can help students develop their right brain, because this strategy will develop their ideas spontaneously through pictures. This strategy can help students to expand their ideas because they get support from their group and will understand them more quickly.

## **III. RESEARCH METHOD**

### **3.1. The Design of the Research**

Creswell in Abutabenjeh and Jaradat (2018) identified three types of research designs: quantitative, qualitative, and mixed methods. In this research, the writer uses quantitative method approach.

Creswell (2020) states research methods involve the form of data collection, analysis, an interpretation that research proposes for the studies. There are kinds of research quantitative methods design, they are experimental, correlational, descriptive, survey and comparative research design. This research is using the experimental research design and pre-experimental research with one group pre-test and post-test design.

In this research, the group will giving a pre-test before giving experimental treatment. After the treatment is complete, a post-test is carried out to see student achievement.



The population is the students of the tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar in 2023/2024 Academic Year and the total numbers of all the students are 212 students that divided into 6 classes. In this research, the researcher applied purposive sampling technique to select participants to be sample. Purposive sampling technique is sampling using certain considerations according to the desired criteria to be able to determine the number of samples to be studied (Sugiyono, 2018: 138). Based on the writer’s experience the students from class X MIPA 3 was having some difficulties in writing an English text. The class that was taken as the experimental class is X MIPA 3 with total 35 students.

The technique of collecting data was writing test which consists of pretest and posttest :

a. Pre-test

Pre-test was conducted to know the students’ reading comprehension before the treatment. It was done in experimental class to find out the students’ quality before treatment. The result of students’ pretest for experimental class is analyzed by the researcher. The students’ score of pretest is calculated by the researcher as analysis material from experimental class.

b. Treatment

In the treatment process, the writer carried out several steps :

Treatment 1 : the writer explains about the Descriptive Text

Treatment 2 : the writer introduce to students about TTW strategy and explains how to apply the Think Talk Writing Strategy In Descriptive Text

c. Post Test

After giving treatment, the writer give the post test for the student. It is aim to find out the result of the treatment. The post test in writing skill the writer asked the students to write paragraphs in descruptive about picture, namely Lake toba. Is there progress or improvement in writing descriptive texts for tenth grade SMA Yayasan Perguruan Keluarga after implementing treatment, namely through Think-Talk-Write or not.

After data collection is carried out a pretest, treatment and posttest involving several instruments, the writer will then carry out data analysis. Writer calculated the data using SPSS.

**IV. FINDING AND DISCUSSION**

**4.1 The Data**

As written in previous chapter this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the writer administered a test that was given twice. A pre- test was given before treatment which is knowing the students' ability in writing descriptive text before given the treatment, while post-test was given after treatment in order to know the students' writing skills after treatment was done and the result of the post-test of this research could answer the first question of this research that aimed to find out the improvement of students ability in writing descriptive text text by using think talk write strategy in SMA Swasta Yayasan Perguruan Kelurga Pematang Siantar.

**4.2. Data Analysis**

The data of students’ score for pre test and post test was analyzed by using SPSS version 26.0. The writer will show and explain about data frequency, statistical table, test normality, test of homogeneity and test of hypothesis. From the result of the data processing, to prove whether there was any significance different between students’ ability on reading or not by using TTW strategy at tenth grade in SMA Swasta Yayasan Perguruan Kelurga Pematang Siantar.

**Frequency of Pre-test  
Pre Test**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 50 | 1         | 2.9     | 2.9           | 2.9                |
| 51       | 1         | 2.9     | 2.9           | 5.7                |
| 52       | 2         | 5.7     | 5.7           | 11.4               |
| 53       | 1         | 2.9     | 2.9           | 14.3               |
| 54       | 2         | 5.7     | 5.7           | 20.0               |
| 55       | 2         | 5.7     | 5.7           | 25.7               |
| 56       | 3         | 8.6     | 8.6           | 34.3               |
| 57       | 2         | 5.7     | 5.7           | 40.0               |



|       |    |       |       |       |
|-------|----|-------|-------|-------|
| 58    | 3  | 8.6   | 8.6   | 48.6  |
| 59    | 2  | 5.7   | 5.7   | 54.3  |
| 60    | 1  | 2.9   | 2.9   | 57.1  |
| 61    | 2  | 5.7   | 5.7   | 62.9  |
| 62    | 1  | 2.9   | 2.9   | 65.7  |
| 63    | 3  | 8.6   | 8.6   | 74.3  |
| 64    | 4  | 11.4  | 11.4  | 85.7  |
| 65    | 1  | 2.9   | 2.9   | 88.6  |
| 66    | 1  | 2.9   | 2.9   | 91.4  |
| 67    | 1  | 2.9   | 2.9   | 94.3  |
| 68    | 2  | 5.7   | 5.7   | 100.0 |
| Total | 35 | 100.0 | 100.0 |       |

Based on the table, the writer found the pre test score from 35 students are : 1 student got score 50 (2,9%), 1 student got score 51 (2,9%), 2 students got score 52 (5,7%), 1 student got score 53 (2,9%), 2 students got score 54 (5,7%), 2 students got score 55 (5,7%), 3 students got score 56 (8.6%), 2 students got score 57 (5,7%), 3 students got score 58 (8.6%), 2 students got score 59 (5,7%), 1 student got score 60 (2,9%), 2 students got score 61 (5,7%), 1 student got score 62 (2,9%), 3 students got score 63 (8,6%), 4 students got score 64 (11,4%), 1 student got score 65 (2,9%), 1 student got score 66 (2,9%), 1 student got score 67 (2,9%), 2 students got score 68 (5,7%).

**Frequency of Posttest**  
**Posttest**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 79        | 2       | 5.7           | 5.7                |
|       | 80        | 10      | 28.6          | 34.3               |
|       | 81        | 4       | 11.4          | 45.7               |
|       | 82        | 4       | 11.4          | 57.1               |
|       | 83        | 1       | 2.9           | 60.0               |
|       | 84        | 3       | 8.6           | 68.6               |
|       | 85        | 2       | 5.7           | 74.3               |
|       | 86        | 3       | 8.6           | 82.9               |
|       | 87        | 2       | 5.7           | 88.6               |
|       | 88        | 2       | 5.7           | 94.3               |
|       | 90        | 1       | 2.9           | 97.1               |
|       | 91        | 1       | 2.9           | 100.0              |
| Total | 35        | 100.0   | 100.0         |                    |

Based on the table, the writer found the post test score from 35 students are : 2 students got score 79 (5,7%), 10 students got score 80 (28,6%), 4 students got score 81 (11,4%), 4 students got score 82 (11,4%), 1 student got score 83 (2,9%), 3 students got score 84 (8,6%), 2 students got score 85 (5,7%), 3 students got score 86 (8,6%), 2 students got score 87 (5,7%), 2 students got score 88 (5,7%), 1 student got score 90 (2,9%), 1 student got score 91 (2,9%).

**Statistics**

| Pretest        |         |        |
|----------------|---------|--------|
| N              | Valid   | 35     |
|                | Missing | 0      |
| Mean           |         | 59.23  |
| Median         |         | 59.00  |
| Mode           |         | 64     |
| Std. Deviation |         | 5.071  |
| Variance       |         | 25.711 |
| Range          |         | 18     |
| Minimum        |         | 50     |
| Maximum        |         | 68     |
| Sum            |         | 2073   |



The statistic table show that mean of pre test is 59,23 with N (total students) are 35 students. The lowest score or minimum is 50 and highest score or maximum is 68. The total score (sum) is 2073 with standard deviation 5,071.

**Statistics**

| Posttest       |         |        |
|----------------|---------|--------|
| N              | Valid   | 35     |
|                | Missing | 0      |
| Mean           |         | 82.97  |
| Median         |         | 82.00  |
| Mode           |         | 80     |
| Std. Deviation |         | 3.321  |
| Variance       |         | 11.029 |
| Range          |         | 12     |
| Minimum        |         | 79     |
| Maximum        |         | 91     |
| Sum            |         | 2904   |

The statistic table show that mean of post test is 82,97 with N (total students) are 35 students. The lowest score or minimum is 79 and highest score or maximum is 91. The total score (sum) is 2904 with standard deviation 3.321.

Normality test is a test that determines if the distribution of data on a group of data or variables normally distributed or not. In this research, the researcher used Kolmogorov-Smirnov formula and the calculations were done by using SPSS 26.00 as follows :

**One-Sample Kolmogorov-Smirnov Test**

| Pre test                         |                |                   |
|----------------------------------|----------------|-------------------|
| N                                |                | 35                |
| Normal Parameters <sup>a,b</sup> | Mean           | 59.23             |
|                                  | Std. Deviation | 5.071             |
| Most Extreme Differences         | Absolute       | .114              |
|                                  | Positive       | .081              |
|                                  | Negative       | -.114             |
| Test Statistic                   |                | .114              |
| Asymp. Sig. (2-tailed)           |                | .020 <sup>c</sup> |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table above, it is found that the pre-test score is distributed normally because significance in pre-test lower than  $\alpha$  ( $0,020 > 0,05$ ).

**One-Sample Kolmogorov-Smirnov Test**

| Posttest                         |                |                   |
|----------------------------------|----------------|-------------------|
| N                                |                | 35                |
| Normal Parameters <sup>a,b</sup> | Mean           | 82.97             |
|                                  | Std. Deviation | 3.321             |
| Most Extreme Differences         | Absolute       | .186              |
|                                  | Positive       | .186              |
|                                  | Negative       | -.128             |
| Test Statistic                   |                | .186              |
| Asymp. Sig. (2-tailed)           |                | .083 <sup>c</sup> |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the table above, it is found that the post-test score is distributed normally because significance in pre-test lower than  $\alpha$  ( $0,083 > 0,05$ ).



The homogeneity test used to show two or more groups of sample data from the populations whom have same variations. Homogeneity test also used to determine whether several variations the data of populations were same or not. The value of significance ( $\alpha$ ) = 0.05.

The homogeneity test used to show two or more groups of sample data from the populations whom have same variations. Homogeneity test also used to determine whether several variations the data of populations were same or not. The value of significance ( $\alpha$ ) = 0.05.

**Test of Homogeneity of Variances**

|                      |                                      | Levene Statistic | df1 | df2    | Sig. |
|----------------------|--------------------------------------|------------------|-----|--------|------|
| Pre-test & Post-test | Based on Mean                        | 6.256            | 1   | 51     | .080 |
|                      | Based on Median                      | 5.901            | 1   | 51     | .048 |
|                      | Based on Median and with adjusted df | 5.901            | 1   | 18.950 | .048 |
|                      | Based on trimmed mean                | 5.994            | 1   | 51     | .050 |

Based on the table above, the writer found the significance score of pre test and post test is 0,080. It means the variances of data are homogenous because the significance is greater than  $\alpha$  (0,080 > 0,05).

**ANOVA**

pretest - posttest

|                | Sum of Squares | Df | Mean Square | F     | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 577.610        | 18 | 32.089      | 9.496 | .000 |
| Within Groups  | 172.333        | 51 | 3.379       |       |      |
| Total          | 749.943        | 69 |             |       |      |

Based on the table,  $f_{count} 9,496 > f_{table} 3,98 =$  at significance level  $\alpha = 0,05$  with degrees of freedom (df) = 51. Based on the table above, it means that  $H_a$  is accepted, there is significant influence of using TTW Strategy towards students' writing ability at tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar.

**Paired Samples Test**

|        |                    | Paired Differences |                |                 |   |          | T      | df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
|        |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |        |    |                 |
|        |                    |                    |                |                 | Lower                                     | Upper    |        |    |                 |
| Pair 1 | Pretest - Posttest | 23.74286           | 4.82239        | .81513          | 25.39941                                  | 22.08631 | 29.128 | 34 | .000            |

Based on the table above, the writer found that  $t\text{-test} = 29,9128 > t\text{-table} = 1,667$  at the significance level  $\alpha = 0,05$  and degree of freedom (df) = 34, then  $H_0$  was rejected and  $H_a$  was accepted. It means there were differences in students' writing abilities before and after treatment using TTW strategy. In other words, the use of TTW strategy can improve students' writing abilities at tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar.

**4.3 Discussion**

In this research, the using think talk write strategy in SMA Yayasan Perguruan Keluarga Pematang Siantar is improve as well. The result of the post-test score is higher than pre-test score. Thus, it indicated that the post-test worked better than the pre-test. In the normality test, the researcher found that  $\alpha = 0,05$  for pre-test and post-test data were normally distributed, as the effect obtained for post-test data was 0,083 which is greater than 0,05. The calculation results showed that all significant values for students' writing skill using TTW starategy were the same, which was  $\alpha = 0,05$ , with a value of 0,083 (> 0,05).

Based on the analysis results show that,  $F_{count} = 9,496 > F_{table} = 3,98$ . So that it can be stated that the implementation of Think Talk Write Strategy to improve students' writing ability is homogeneous. Because of the data is homogeneous, the research hypothesis testing is carried out using



parametric statistics, namely the two-mean difference test (t-test). The TTW strategy that is given can improve students' writing ability.

Based on the results of the analysis of hypothesis testing shows that the writer got the data  $T_{count} = 29,9128 > T_{table} = 1,667$ , and  $df$  (degree of freedom) = 35. The significance value = 0,000 ( $p < 0.05$ ). So that hypothesis ( $H_0$ ) is rejected, and Hypothesis ( $H_a$ ) is automatically accepted. The results of the pre test and post test experienced significant changes. Based on the evidence from the research results, the post-test has a higher score than the pre-test.

From these results it was concluded that there was a significant difference in improving students' writing skills before and after being given treatment using TTW as a learning strategy. Therefore, the writer believes that using TTW strategy utilized to be used on the students' writing skill in tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar. Because the using of TTW as a strategy for learning English to writing skill, the students' believe that it was a good strategy. The students can discuss each other about some things that they not understand. Also, they can share their knowledge so that they can mastery the material easily. As a result, the writer have observed that students who have experienced using TTW strategy in learning English have found a significant and beneficial for improving their writing skill.

## V. CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the research discussion and findings, it can be concluded that the use of think talk write strategy can improve students' writing skills, particularly in writing descriptive text at the tenth grade of SMA Yayasan Perguruan Keluarga Pematang Siantar. It was proven by the students' mean score improvement from the pre-test to the post-test. The students' mean score on the pre-test was 59,23 which was classified as fair classification, while that of the post-test was higher than the mean score of the pre-test as 82,97 which was classified as good category. Moreover, based on the data analysis, the t-test was a value higher than the t-table value ( $29,128 > 1.68$ ). It means that there was a significant difference. Therefore  $H_0$  was rejected and  $H_a$  was accepted. In other words, the use of think talk write strategy can improve the writing skills students' in descriptive text.

### 5.2. Suggestion

Based on the research, the writer gives some suggestions as follows :

1. For students, this research can help improve their language learning skills, especially writing skills. With this TTW strategy, students feel happier in the teaching and learning process because they work cooperatively in small groups and they can discuss and share ideas with each other in terms of knowledge, making it easier for them to learn the material.
2. For teachers, this research is needed because it can help students improve their text writing skills more easily by working together in groups and is the right way to provide opportunities for students to learn from each other in an active teaching and learning process.
3. For Readers, it can use this strategy at various levels of students, for example middle school. They can write using any type of text, for example: recount, d, spoof, report descriptive, etc.

## BIBLIOGRAPHY

- Abutabenjeh, S. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration writers and practitioners. *Teaching Public Administration* 2018, Vol. 36(3) 237–258.
- Ansori, W. &. (2013). Think-Talk-Write (TTW) as a strategy to improve students' ability in teaching writing descriptive text: Case of the tenth grade students of MAN Demak. Vol. 4, No. 1, February 2013.
- Arriyani, N. (2019). Teaching Writing Through Think, Talk, Write (TTW) For Junior High School Level. *Holistics Journal*, Volume 11, Number 2.
- Astrini, N. R. (2020). The model strategies employed by english teachers in teaching writing skill in nasional plus schools. *Journa Of Education Reaserch and Evaluation*, 59-62.
- Cresswel, J. W. (2020). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (6th edition). Thousand Oaks, California: Sage Publication.
- Dahnianti, A. (2018). Using the student's visit to increase their ability in writing descriptive text.
- Handayani, R. (2020). *Metodologi Penelitian Sosial*. Jakarta: Bumi Aksara Cetakan I.





- 
- Pendidikan, K. (2016). *Silabus Mata Pelajaran Bahasa Inggris*, Kementrian Pendidikan dan Kebudayaan. Jakarta.
- Purba, R. (2021 ). The effect mind mapping strategy on students' writing ability. *Central Asian journal literature, philosophy and culture*; Universitas Simalungun.
- Ratna Prasasti Suminar, G. P. (2015). The Effectiveness of TTW (Think Talk Write) Strategy in Teaching Writing Descriptive Text. *Journal of English Language and Learning*, 2.
- Sandi, W. (2019). The Use of Think Talk Write (TTW) to Improve Students' Writing Skill of Narative Text at grade VIIA SMPS Johan Sentosa. Vol. XIII. No.8.
- Saur, N. S. (2014). The Effect of using the Think Talk Write Strategy in Teaching Writing an Analytical Exposition text toward grade XI Students' Writing Achievement at SMA N 10 Padang.
- Shanorra, T. T. (2021). A Writing Skill Assesment of thr first semester English Deparment Students of thr Universitas Sumatera Utara. *BAHAS*, Volume 32 Nomor 3 Tahun 2021.
- Shukla, S. (2020). *Research methology and statictics*. Ahmedabad: Rishit Publication.
- Sipayung, R. W. (2023). The Use of Instagram Aas a Media to Improve Students' Writing Skill In Descriptive Text at the tenth grade of SMA N 5 Pematangsiantar2023. *Bilingual : Jurnal Pendidikan Bahasa Inggris* Vol. 5 No. 2, 2023, p.169.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: CV Alfabeta.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Cet.II Alfabeta.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta,2022.
- Suputra, K. A. (2020). The Effectiveness Of Think-Talk-Write (TTW) Strategy On Students' Writing Skill Of The Tenth Grade Students At Smkn 1Sukasada In The Academic Year 2019/2020.
- Zuniati, I. S. (2019). Improving the students' writing ability in descriptive text through Think Talk Write Strategy. Vol 1 no 1 (2019): *Attractive : Innovative Education Journal*.