

The Improvement of Text Writing Results on Imaginary Stories about Environmental Damage with Think Talk Write Method

Endah Wihartati¹, Sumarwati², Budhi Setiawan³

^{1,2,3}Indonesian Education, Sebelas Maret University, Indonesia

Abstract: The goal of learning Indonesian, especially on text writing competence, has not been achieved yet. The result of the competency test on writing an imaginary text was below score 70 of the Minimum Criteria for Completion. Therefore, action is needed to improve it. The purpose of this study was to improve the ability of imagination stories text writing about environmental damage with the Think Talk Write method. The subjects of this study were students and teachers of the Indonesian language Warga Middle School of Surakarta. This study used data collection techniques in the form of documents and tests. Data validity was conducted by data sources triangulation and method triangulation. The data analysis technique was through fixed comparative analysis and critical analysis. The results showed that the Think Talk Write method could improve the competence of writing imagination stories text about environmental damage. The step of effective learning is to form groups; explain spelling, punctuation, and linguistic characteristics; watch videos of environmental damage; record problems and think of solutions; convey the core of the story orally; determine the character of the story; create a text outline; writing text; and editing (content and language).

Keywords: Think Talk Write method, competence in writing imagination stories, students

I. INTRODUCTION

The success of students in mastering the basic competencies taught is the goal of learning in Indonesian subject. The ability of teachers to use learning methods is one of the success factors in achieving learning goals. In this regard Suhara (2016: 36)[1] argues that teachers need to utilize various interesting methods to create conducive and effective learning activities so that learning is not boring. The learning method is a planning procedure for presenting subject matter to achieve learning goals Andayani (2015: 85-86)[2]. Learning problems according to Marzano as cited by Eggen and Kaucak (2012: 88)[3] only concern about topics that exist in textbooks or curriculum guides that are taught by a number of teachers.

The results of learning to write an imagination story text for 7th grade students at Warga Middle School of Surakarta are still lower than the set Minimum Criteria for Completion, which is 70. Based on observations and interviews with teachers and students, it was found the cause of problems in learning to write was the use of conventional learning method. The teacher still uses the lecture method in teaching to write.

Students are also not trained to write and think critically. Critical thinking, communication, and problem solving are skills needed by students to be ready for professional practice (Nabors, 2012: 7)[4].

Alwasilah (2013: 146)[5] mentions some teaching guides for writing based on the process approach as follows: (1) students are left to determine their own topics; (2) students are endeavored to meaningfully write about the topic; (3) students must be instilled in the importance of writing planning (planning) as an activity that is oriented towards goals and context; (4) assigning tasks to students to find (inventions) and do prewriting activities, write drafts repeatedly by getting inter-draft feedback; (5) students are given free writing assignments and journal writing; (6) instilled that personal information is more important than grammar; (7) repeated assignments; (8) students are raised 'awareness' about the writing process and the meaning and nature of the reader.

Naim (2015: 131-164)[6] describes several writing strategies, namely: writing little by little; diligent reading; record the contents of the reading; and pouring writing ideas; intensify the practicing time; keep a diary; make an effort to write every morning; and don't delay writing practice. Carroll and Wilson (1993: 13)[7] argue that writing is a process. Everyone has the process and the process is special for each writer. Realizing this, in learning to write, the teacher as a facilitator is not a class commander. Writing is taught as a process that starts with thinking more holistically, seeing patterns, concluding, thinking as they write, then sharing those thoughts through collaboration with peers.

According to Brown (2000: 357-358)[8] there are six general categories that are often the basis for evaluating student's writing, namely (1) content, which includes thesis statements; great ideas; development of ideas through personal experiences, illustrations, facts, opinions; and use of description, cause/ effect, comparison/ contrast; (2) organization, which includes the effectiveness of the introduction, logical sequence of ideas, conclusions, and the appropriate length; (3) discourse, which includes topic sentences, paragraph unity, transitions, discourse makers, cohesion, rhetorical conventions, references, fluency, economics, and variations; (4) syntax; (5) vocabulary; and (6) mechanics, which include spelling, punctuation, citation

references (if any), and closeness and appearance. Brown (2000: 357-358) [8] also states the scores of each of these categories as follows: (1) content 0-24; (2) organization 0-20; (3) discourse from 0-20; (4) the syntax of 0-12; (5) vocabulary 0-12, and (6) mechanics 0-12, the total: 100.

To overcome the writing learning problem, the Think Talk Write (TTW) method is used. Fryer (Tjahjadi, 2013: 56)[9] said how to teach writing to make it easy is to "think-talk-write". The Think Talk Write (TTW) method is expected to motivate students to practice expressing story ideas verbally and to practice writing imagination stories about environmental damage. Related to this, the results of the study (Suminar & Putri, 2015: 303)[10] showed a positive influence on learning to write descriptive texts using the Think Talk Write method. Rahmah (2017: 193)[11] states several advantages of Think Talk Write strategies, namely: giving the students more opportunity to write; make them easy to develop ideas; attract and activate students in the learning process; make students more creative; and can improve student grades in writing descriptive texts.

The formulation of the problem in this research is how to improve the ability to write imagination story text about environmental damage with the Think Talk Write method. This study aims to improve the ability to write imagination text stories about environmental damage with the Think Talk Write method.

Think Talk Write (TTW) is a learning model for training students' skills in writing and emphasizing the need for students to communicate the results of their thinking (Shoimin, 2014: 212)[12]. According to Laughlin (Gofisnovega and Aswandi, 2015: 2)[13] Think Talk Write strategies build thinking time and reflection for the organization of ideas and test ideas before students are expected to write. Think Talk Write Strategy is a cooperative learning model that consists of the stages of thinking, speaking, and writing. This strategy builds thought, reflection, and organizes ideas. Furthermore, students must write based on their ideas (Supandi, S., Waluya, S.B., Rochmad, R., Suyitno, H., & Dewi, K. 2018: 78)[14]

The learning steps of Think Talk Write (TTW) are as follows: (1) (think), students read the text and record the contents of the reading. These notes are taken in the discussion forum; (2) (talk), students discuss the contents of notes with a groupmate; (3) students communicate their knowledge and understanding into written forms; and (4) reflecting and concluding the learned material (Huda, 2017: 218)[15]. Think Talk Write consists of 3 phases, namely: (1) students learn the material (thinking); (2) students discuss the learning outcomes of the material (talk); (3) students write ideas obtained from the speaking (writing) phase (Supandi, et al., 2018: 78)[14].

II. RESEARCH METHODS

This research is a Classroom Action Research. The subjects of this study were grade VII students and Indonesian language teachers of Warga Middle School of Surakarta. The object of

this research is the ability to write imagination story text about environmental damage. This research used interview data collection techniques, document review, and tests. The reviewed documents were the Lesson Plan and the results of an assessment of the ability to write imagination story text. The test was conducted after the teaching learning process, both in pre-action, cycle I, and cycle II of this action research.

The guidelines for evaluating the ability to write imagination story texts refer to the scores of each category put forward by Brown (2000: 357-358)[8] as follows: (1) ideas, namely writing imagination story text about environmental damage with their own ideas 24; (2) organization, i.e. writing imagination story text about environmental damage by paying attention to 3 structures (orientation, complications, resolution) 20; (3) discourse, i.e. writing imagination story text about environmental damage with 4 elements of paragraph unity (pronouns, time descriptions, setting descriptions, and atmosphere descriptions) 20; (4) syntax, i.e. writing imagination story text about environmental damage by paying attention to the use of 2 linguistic features (conjunctions, markers of time order and dialogue/ direct sentences) 12; (5) vocabulary, i.e. writing imagination story text about environmental damage by using words/ expressions of surprise 12; and (6) mechanics, i.e. writing imagination story text about environmental damage by paying attention to spelling and punctuation according to the Indonesian General Spelling Guidelines 12. So, the total score of the ability to write imagination text test is 100.

The Directorate of Junior High School Development Team (2017: 20)[16] determined the predicate values as follows: A (Very Good), B (Good), C (Fair), and D (Poor). For a Minimum Completion Criteria is 70, the C (Fair) predicate starts from 70, for the higher predicates are B (Good) and A (Very Good). The range score for Indonesian subjects can be determined by:

(Maximum Score - Minimum Completion Criteria) : 3

$$(100 - 70) : 3 = 10$$

So, the range score for each predicate is 10 or 11. The score and predicate intervals for the Minimum Completion Criteria is 70 as shown in the following table.

Table 1

The Range Score and Its Predicate for 70 Minimum Completion Criteria

Range	Predicate	Mark
91 – 100	A	Very Good
81 – 90	B	Good
70 – 80	C	Fair
< 70	D	Poor

The data validity was conducted by triangulating data sources and data collection methods. Data analysis techniques used in this study are fixed comparative analysis and critical analysis.

In this fixed comparative analysis, the researchers compared the mean of pre-action, cycle I, and cycle II. Determination of the mean score used formula according to Ananda, R. & Fadhli, (2018: 62)[17] as follows.

$$M = \frac{\sum X}{N}$$

Where:

M = Mean

$\sum X$ = Sum of X scores

N = Number of data

Critical analysis techniques include activities to uncover weaknesses and strengths of student and teacher performance in the teaching and learning process based on normative criteria (Suwandi, 2011: 66)[18]. The results of this analysis are used as a reference in preparing the next cycle of action plans. The performance indicators of this study were 75% students who achieved 70 Minimum Completion Criteria in Basic Competence 4.4 writing imagination story text about environmental damage by.

III. RESULTS AND DISCUSSIONS

3.1 Research Results

The research was carried out to improve the ability of writing imagination story text about environmental damage by using the Think Talk Write method consisting of 3 stages, namely pre-action, cycle I, and cycle II. The time spent on each cycle was two meetings. Each meeting takes 2 hours (2 x 40 minutes). The source book used in learning to write is the "Indonesian" textbook published by the Ministry of Education and Culture, 2017. Each student gets the textbook from the library to support the smooth learning of writing text. The following descriptions are the results of each cycle of the research.

3.1.1 Pre-Action Description

The pre-action planning phase begins with the preparation of the Lesson Plan by Indonesian language teachers. The teachers use core competencies 4, students are able to try, process, and serve in the concrete realm (using, unraveling, stringing, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned in the school and from other sources which are similar in the point of view/ theory. The basic competences used was presenting creative ideas in the form of spoken and written imagination story by paying attention to the structure, language use, or oral aspects. The formulation of indicators for these competences are as follow. (1) Students are able to plan the development of imagination story. (2) Students are able to write imagination story by paying attention to word choices, structural completeness, and rules of use of punctuation and spelling. The basic learning steps are as follows: (1) the teacher explains the meaning,

structure, and linguistic elements of the text of the imagination story text; (2) the teacher asks students to observe examples of imaginary story text; (3) students are given assignments/ tests to write imagination story text; (4) the teacher gives the score of the text of the imagination story written by the student.

The observation results of the tests on the ability to write imagination text in the pre-action are as follow. (1) There were 61% (17 students) who have not been able to write imagination text story with their own ideas. (2) As many as 64% (18 students) was not able to write imagination story text by paying attention to the use of 2 linguistic features (conjunctions markers of time sequence and direct dialogue/ sentence). (3) A total of 89% (25 students) was not able to write imaginary story text on using words/ expressions of surprise. (4) There were 64% (18 students) who was not able to write imaginary story text by paying attention to spelling and punctuation according to the Indonesian General Spelling Guidelines.

A description of the test scores can be seen in table 2 below.

Table 2

The Pre-Action Score of Writing Imagination Story Text

No.	Mark	Range	Frequency	%
1.	Very Good	91 - 100		
2.	Good	81 - 90	3	11%
3.	Fair	70 - 80	4	14%
4.	Poor	< 70	21	75%
	Total		28	100%

The reflection results on this activity are as follow. First, the teacher did not train students to think critically about existing problems in the environment in order to rise the ideas for writing imagination text material. Second, the teacher did not give examples of the use of conjunctions of time marker and dialogue/ direct sentences which are linguistic features in the imagination text. Third, the teacher did not give examples of the use of words/ expressions of surprise. Fourth, the teacher did not provide examples of the use of spelling and punctuation in accordance with the Indonesian General Spelling Guidelines.

To overcome this problem, the researchers and the teachers improved the learning process in the cycle I by showing a video about environmental damage. In addition, the teacher gives examples of the use of conjunctions, timelines

and dialogues/ direct sentences, words/ expressions of surprise, and spelling and punctuation according to the Indonesian General Spelling Guidelines.

3.1.2 Cycle I Description

The cycle I planning phase begins with the preparation of the Lesson Plan by the Indonesian language teachers. Teachers used core competencies 4; students are able to try, process, and serve in the concrete realm (using, unraveling, stringing, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned in the school and from other sources which are similar in the point of view/ theory. The basic competences used was presenting creative ideas in the form of spoken and written imagination story by paying attention to the structure, language use, or oral aspects. The indicators for the competence are as follows: (1) planning the development of imagination story and (2) writing imagination story by paying attention to the choice of words, completeness of structure, linguistic characteristics, and the rules of using punctuation and spelling.

The core learning steps with the Think Talk Write (TTW) method in the first cycle are as follow: (1) students form groups of 4-5 students with the group names of superhero; (2) students watch a video about the environmental damage that occurred at Nusa Peninda Beach in Bali; (3) students make notes about problems that occur in the video they watch and think about solutions to the existing problems; (4) students present notes about problems that occur in the video orally in front of the group; (5) students individually make the textual frameworks of imaginative stories about environmental damage; (6) students individually write imagination story text about environmental damage; (7) students edit the text of imagination story text they have written; (8) students read the text of the imagination story that they had written in front of the group; and (9) other students respond to the imaginary story text that have been written by their friends.

The observation results of the test on the ability to write imagination story text in cycle I as follows. (1) As many as 57% (16 students) was not able to write imagination story text by paying attention to the use of 2 linguistic features (conjunctions markers of time sequence and dialogue/ direct sentences). (2) Some 75% (21 students) was not able to write imaginary story texts by using words/ expressions of surprise. (3) There were 46% students (13) who was not able to write imaginary story texts regarding the spelling and punctuation based on the Indonesian General Spelling Guidelines.

The description of the test score of the ability to write the imagination text of the first cycle can be seen in table 3 below.

Table 3

Cycle I Score of Writing Imagination Story Text Ability

No.	Mark	Range	Frequency	%
1.	Very Good	91 - 100	4	14%
2.	Good	81 - 90	6	21%
3.	Fair	70 - 80	8	29%
4.	Poor	< 70	10	36%
	Total		28	100%

The reflection implementation involved the cause identification on the lack of achievement of the research indicators and determination of the steps to overcome them. The reflection results on this activity are as follow. First, the teacher did not give students the opportunity to practice using 2 linguistic features in the text of the imagination story, namely: conjunctions, markers of time order and dialogue/ direct sentences. Second, the teacher did not train the students to use words/ expressions of surprise which are also the characteristic of imagination story text. Third, the teacher did not provide training to students to use spelling and punctuation according to the Indonesian General Spelling Guidelines so that there were many errors in the use of spelling in student writing. To overcome the problems found, the researchers took steps by providing exercises to use conjunctions of time marker and dialogue/ direct sentences, surprise words / expressions, as well as spelling and punctuation according to the Indonesian General Spelling Guidelines.

3.1.3 Cycle II Description

The cycle II planning phase begins with the preparation of the Lesson Plan by the Indonesian language teachers. The core competences used are still the same as the previous cycle, namely the 4 core competences; students are able to try, process, and serve in the concrete realm (using, unraveling, stringing, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned in the school and from other sources which are similar in the point of view/ theory. The basic competences used was presenting creative ideas in the form of spoken and written imagination story by paying attention to the structure, language use, or oral aspects. The indicator formulation is also the same, namely (1) planning the development of imagination story and (2) writing imagination story by paying attention to word choices, structural completeness, linguistic characteristics, and the rules of using punctuation and spelling. The time used in this cycle was twice face to face, each face to face comprised two hours of instruction (2 x 40 minutes).

In the implementation phase of the second cycle, the steps for the core learning are as follow. (1) Students form groups consisting of 4-5 students with the names of superhero. (2) The teacher conveys the shortcomings of writing the imagination text of students in the first cycle, namely the use of linguistic features of the imagination story text (conjunctions, markers of time and dialogue / direct sentences, words/ expressions of surprise) and spelling and punctuation according to the Indonesian General Guidelines for Spelling. Then the teacher gives examples of the use of linguistic features of imaginary and spelling story text and punctuation according to the Indonesian General Spelling Guidelines. Next the teacher trains the students to use it. (3) Students watch a video on environmental damage entitled "Indonesian Sea is a Paradise for Trash" aired by teacher (4) Students make notes about the problems that occur in the video while they are watching and think about solutions to the existing problems. (5) Students present notes about the video orally in front of the group. (6) Students determine the protagonist and antagonist of the imagination story. (7) Students individually make a textual framework of an imagined story about environmental damage. (8) Students individually write imagination text stories about environmental damage. (9) Students edit the text of the imagination story they have written. (10) Students read the imagination text that they have written in front of the class. (11) Other students respond to the text of the imagination story that their friend has written.

The observation results on the learning outcomes of writing imaginary story text about environmental damage in the second cycle are as follow: (1) As many as 39% of students (11) was not able to write imaginary story texts regarding the use of linguistic features (conjunctions of time and dialogue markers/ dialogue/ direct sentences). (2) As many as 39% students (11) was not able to write imaginary story text using words / expressions of surprise. (3) There were 14% of students (4 people) who was not able to write imagination text stories by paying attention to spelling and punctuation according to the Indonesian Spelling General Guidelines.

The description of the test score of the ability to write the imagination text of the second cycle can be seen in table 4 below.

Table 4

Cycle II Score of Writing Imagination Story Text Ability

No.	Mark	Range	Frequency	%
1.	Very Good	91 - 100	6	21%
2.	Good	81 - 90	12	43%
3.	Fair	70 - 80	7	25%
4.	Poor	< 70	3	11%
	Total		28	100%

The reflection results in the second cycle are as follow. First, the existence of students who was not able to write imagination story texts by paying attention to the use of linguistic features (conjunctions marking timelines and dialogues/ direct sentences) showed that they did not understand the use of conjunctions of time marker and dialogues/ direct sentences that are the linguistic features of imagination story texts. Based on the results of the interviews and discussions with students and teachers, it is known that the cause of the misunderstanding is because the students were lack of training in using conjunctions, markers of time order and dialogue/ direct sentences. Therefore, the teacher needs to provide intensive learning on the use of conjunctions of time sequences and direct dialogue/ sentences. Secondly, there were students who were able to write imagination story texts by using words/ expressions of surprise showing that they also did not understand the use of surprise expressions that characterize the language of imagination stories. The results of the interviews and discussions with students and teachers indicate the cause of the lack of understanding is the lack of practice using the expression of surprise. Therefore, teachers need to do intensive use of words/ expressions of surprise. Third, there were students who was not able to write imagination story texts by paying attention to spelling and punctuation according to the Indonesian General Spelling Guidelines, indicating that the students did not understand the use of spelling and punctuation according to the Indonesian General Spelling Guidelines. The results of interviews and discussions with the students and teachers showed the cause of the misunderstanding was the teacher did not provide examples and practice the use of all the punctuation contained in the Indonesian General Spelling Guidelines. The teacher also did not give examples of the use of spelling, especially in writing the prepositions at and the prefixes. Therefore, teachers need to provide intensive practice on the use of punctuation and spelling exercises.

3.1.4 Inter-cycle Description

Based on the description of pre-action, cycle I, and cycle II can be compiled a recapitulation of the development of the ability to write a cross-cycle imagination story text as in table 5 below.

Table 5

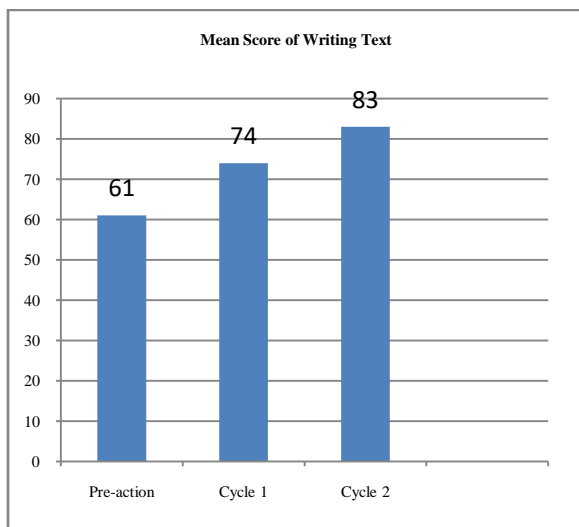
The Recapitulation of Three Cycle Research Indicator Achievements

Indicator	Percentage of Achievement		
	Pre-action	Cycle I	Cycle II
The ability to write imagination story text	25%	64%	89%

Based on the table 5, it is known that there was an increase in the achievement of research indicators in each cycle. This is indicated by the increase in the number of students who have achieved the ability to write imagination text stories ≥ 70 score of Minimum Completion Criteria. In the pre-action students who have the ability to write imaginary story texts,

i.e. those who received a minimum score of 70 were 25% (7 students); in the first cycle 64% (18 students); and in the second cycle 89% (25 students). Increased ability to write imagination story text in each cycle can be seen in the following graph.

Graph 1
The Ability Mean Score of Writing Text Imagination Story
Grade 7C of Warga Middle School of Surakarta



Based on the graph, it can be seen that the ability to write imagination story of each cycle has increased. In the pre-action, the mean score of the ability to write imagination story text was 61, in the first cycle the mean score of writing imagination story text was 74. So, in the first cycle the ability to write imagination story text for the 7th grade students of Warga Middle School has increased by 21%. In the cycle II the mean of the ability to write imagination story text was 83. In cycle II the ability to write imagination story text of the 7th grade students increased by 12% from cycle I. Because in the cycle II action indicator of research had been reached, even exceeded, then the cycle was not continued. However, the results of reflection in the second cycle will be followed up by the teacher.

3.2 Discussions

The purpose of this action research is to improve the ability to write imagination story text about environmental damage with the Think Talk Write method. Based on the table 5, it can be concluded that from pre-action to cycle I and cycle II there was an increase in the percentage of students who achieved scores ≥ 70 Minimum Completion Criteria or more students were able to write imagination story text about environmental damage. This means that there is a correlation between the use of the Think Talk Write method and the ability to write imagination stories. This is in line with the results of a research conducted by Suminar, Ratna & Putri (2015: 303)[10] on the 7th grade Unswagati Cirebon that the application of Think Talk Write (TTW) strategies has a positive influence on learning to write text. Similar research

has also been conducted by Rahmah with the conclusions of research results that the use of Think Talk Write strategy is effective in increasing the value of students' text writing skills at Al-Badar Middle School in West Java (Rahmah, 2017: 193)[19].

The Think Talk Write method can improve the ability to write stories of students' imaginations because with this method students are trained to think critically. In this learning method, the students carry out the following activities. (1) Think, namely the students are trained to think about problems that occur in the surrounding environment and find solutions to these problems, in this case the problem of environmental damage that occurs in Indonesia. From this activity came creative ideas to write stories of imagination, for example there are superhero figures such as Thor, Hulk, Aquaman, Captain Marvel, and others who are trying to save the environment. (2) Talk, i.e. students are trained to communicate verbally in front of the class the problem being thought about and the solution found in the think activity. (3) Write, which trains the students to write problems that occur in the surrounding environment along with solutions to these problems. In this case students are trained to write in the form of imagination story text. This is in line with research conducted at Al-Husna Kampar Riau Junior High School which shows that the students' ability to write text can be improved by Think Talk Write (TTW) method because with this strategy the expression of students' ideas in written form are encouraged (Ambarsari & Syarif, 2018: 124)[20]. For this reason, teachers should use various learning methods to improve students' writing abilities.

Through the Think Talk Write method, language learning skills are possible to be carried out in an integrated manner between speaking and writing skills so that it is in accordance with the demands of the 2013 curriculum. This is in accordance with Hidayah research (2014: 304)[21] that students learn and understand language as whole intact language learning through listening, speaking, reading, and writing skills in an integrated manner.

The application of learning to write using the TTW method also indicates that writing activities are carried out in accordance with the correct process, namely through the stages of pre-writing, writing, and post-writing. That is because writing is a process so that training it through the correct process is a strategy to improve the quality of student writing (Sumarwati, 2019: 163)[22].

IV. CONCLUSION

The results and discussion showed an increase in the ability to write imagination story text about environmental damage in the 7th grade of Warga Middle School in Surakarta with the Think Talk Write (TTW) method. Through the Think Talk Write method, students are trained to think critically, express ideas verbally, and write ideas in the text form. Because it is proven that the Think Talk Write method can improve the ability to write text, researchers propose the following

suggestions: (1) Indonesian language teachers should use the right method in learning to write. During this time the Indonesian language teacher only uses the lecture method and (2) it is better in teaching to write, the Indonesian language teachers to apply the steps: (a) think, (b) talk, and (c) write.

REFERENCES

- [1] A. M. Suhara, *Model Belajar Kreatif Berbasis Sains dalam Pembelajaran Bahasa*. 2016.
- [2] Andayani, *Problema dan Aksioma dalam Metodologi Pembelajaran Bahasa Indonesia*. Yogyakarta: Depublish, 2015.
- [3] Eggen P & Kauchak D, *Strategie and Models for Teaching Content and Thinking Skill, Sixth Edition*. Boston: Pearson, 2012.
- [4] K. Nabors, *Active Learning Strategies in Classroom Teaching: Practices of Associate Degree Nurse Educators in A Southern State*. Alabama: University of Alabama, 2012.
- [5] S. S. Alwasilah, A. Chaedar & Alwasilah, *Pokoknya Menulis*. Bandung: Kiblat Buku Utama, 2013.
- [6] N. Naim, *The Power of Writing: Mengasah Keterampilan Menulis untuk Kemajuan Hidup*. Yogyakarta: Lentera Kreasindo, 2015.
- [7] J. A. Carroll, *Acts of Teaching How to Teach Writing*. Englewood: Teacher Ideas Press, 1993.
- [8] H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: Pearson Longm, 2000.
- [9] D. D. Tjahjadi, *Cara-cara Terbaik untuk Mengajar Writing*. Jakarta: Indeks, 2013.
- [10] R. P. Suminar and G. Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text," *Acad. J. Perspect. Educ. Lang. Lit.*, vol. 2, no. 2, pp. 299–304, 2015.
- [11] L. Rahmah, "Improving students' score in writing descriptive text through think talk write strategy," *Int. J. English Educ.*, vol. 6, no. 4, p. 14.
- [12] A. Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media, 2018.
- [13] D. Gofisnovega, "Descriptive Text To the Seventh Graders of Smpn 7 Surabaya the Implementation of Think-Talk-Write Strategy To Teach Writing," vol. 1, pp. 1–6, 2015.
- [14] S. Supandi, S. B. Waluya, R. Rochmad, H. Suyitno, and K. Dewi, "Think-talk-write model for improving students' abilities in mathematical representation," *Int. J. Instr.*, vol. 11, no. 3, pp. 77–90, 2018.
- [15] M. Huda, *Model-model Pengajaran dan Pembelajaran Isu-isu Metodis dan Paradigmatis*. Yogyakarta: Pustaka Pelajar, 2017.
- [16] Tim Direktorat Pembinaan SMP, *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan Sekolah Menengah Pertama*. Jakarta: Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar dan Menengah Direktorat Pembinaan Sekolah Menengah Pertama, 2017.
- [17] M. Ananda, R. & Fadhli, *Statistik Pendidikan (Teori Dan Praktik Dalam Pendidikan)*. Medan: CV. Widya Puspita, 2018.
- [18] S. Suwandi, *Penelitian Tindakan Kelas (PTK) & Penulisan Karya Ilmiah*. Surakarta: Yuma Pustaka, 2011.
- [19] L. Rahmah, "Improving students' score in writing descriptive text through think talk write strategy," *Int. J. English Educ.*, vol. 6, no. 4, p. 14, 2017.
- [20] H. Ambarsari and H. Syarif, "the Effect of Think Talk Write (Ttw) Str Ategy and Students' Reading Habit Toward Students' Writ Ing Ab Ilit Y," *Proc. Sixth Int. Conf. English Lang. Teach.*, pp. 118–125, 2018.
- [21] N. Hidayah, "Pendekatan Pembelajaran Bahasa Whole Language," *J. Pendidik. Dan Pembelajaran Dasar*, vol. 1, no. 9, pp. 2355–1925, 2014.
- [22] Sumarwati, "Peningkatan Kualitas Pembelajaran Menulis melalui Penerapan Pendekatan Proses di Kelas V Sekolah Dasar," *Logat, Vol. 6, No 2, Novemb. 2019*, vol. 6, no. 2, pp. 151–167, 2019.