

**THE EFFECT OF APPLYING THINK TALK WRITE (TTW)  
STRATEGY BY USING SLIDE PICTURE ON STUDENTS'  
ACHIEVEMENT IN WRITING SKILL**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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MEDAN  
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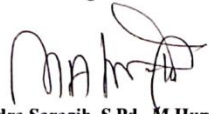
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## **ABSTRACT**

**Ratna Sari Dewi. 1502050104 “The Effect Of Applying Think Talk Write (TTW) Strategy By Using Slide Picture On Students’ Achievement In Writing Skill”. English Education Program Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU).Medan, 2019.**

This research was focused to know The Effect of Applying Think Talk Write (TTW) strategy by using slide picture on students’ achievement in writing skill. This research was an experimental research. The population was of grade VII of SMP IT PRIMA MANDIRI jl.Rukun No 38 Dusun X DesaKolamKec.PercutSei Tuan. The total number of grade VII was 58 students. And the sample was taken 58 students. The students was divided into two groups. The first group was control group and the second group was experimental group. The control groups was taught without using think talk write strategy. The experimental group was taught think talk write strategy by using slide picture. Written test were administrated to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using t-test formula, the result showed that t-test that was 9,85 and t-table was 2,00, the fact showed that t-test was higher t-table.( the null hyphotesis or  $H_0$  was rejected and the alternative hyphotesis was accepted). The result of this research concluded that there was significant effect of using Think Talk Write Strategy by using slide picture in writing skill.

***Keyword: Think Talk Write( TTW) , Writing, Achievement***

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the aim of writing this study is to fulfill the requirements for the degree of Sarjana Pendidikan (S.Pd) English Educational Program.

In resolving this study with the title “The Effect Of Applying Think Talk Write (TTW) Strategy By Using Slide Picture On Students’ Achievement In Writing Skill”, the researcher found a lot difficulties and problems, and without much help from following people, it was impossible for her to finish this thesis. For that the researcher wants to thanks her beloved father **Wardiher** Mother **sumartik** who had given support both in material and spiritual to complete study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got may contribution and guidance from various parties. Therefore, the researcher would like to thanks a lot of to:

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The researcher realize that this study is still far from being perfect. So, the researcher hopes suggestion and comment from all the readers, especially from the students of English Department who want to do a reseach. May Allah SWT the most almighty always bless all of us.

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Medan, Oktober 2019

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the study**

Writing is an activity that has a purpose, such as pouring thoughts and ideas into writing. Base on Pardiono (2007:2) said that writing is a complex ability because the students have to express their idea grammatically arranged by combining multiple components of the language itself. It mean that every student can give their opinions, ideas, and argument . when they want to express their ideas or arguments, they make in writing in the form of paragraphs or text.

Base on Kingston et al (2002:3) he said that student's achievement in learning English is only measured by the productive skills, especially the writing performance. Moreover, recently people prefer the written form of communication in accessing information to the oral communication.

Actually, writing is not difficult, but in fact Many student are not interest in writing. They can not develop their idea. They do not know what should they write. It can be seen from the learners' performances in writing and their responses towards writing. (Harsyaf et al: 2009) argues that most English learners might agree that writing is the most difficult skill to master. Students' low interest and lack ability in writing their ideas with the use of correct grammar, vocabulary and punctuation are some indicators showing the unsuccessful of teaching writing. The first indicator is the students' low interest in writing compared to their interest in speaking. They prefer to express their ideas orally rather than to express them in the written forms. As the result, students can speak English fluently but

they cannot write in English well. Another indicator is that most students find it difficult in using correct grammar, vocabulary and punctuation to compose English sentences into Descriptive texts.

Based on the information obtained in the observation on the English teaching and learning process conducted in SMP IT PRIMA MANDIRI, the researcher found some problems in this school. The problems are students difficult to find mind idea, the students have lack of vocabulary to organize the sequence of text well, the student can not expressing their idea. The ability of the first year students of SMP IT PRIMA MANDIRI in writing text is not satisfied yet. This happens because most of the students face some difficulties to find out main idea, lack of vocabulary mastery, lack of grammar mastery, and can not expressing their idea.

The first is the difficulty found in main idea. The students seemed to be reluctant in writing because they did not have sufficient idea on what they were going to write. The students only had few words to write whenever they were asked to start composing the text. As addition, they often questioned the teacher what they should write and others wrote similar story done by a friend sitting next to them or in other words, they are poor of ideas.

The second, vocabulary mastery is the last difficulty faced by the students in writing. The first semester students of VII grade are junior high school fresh graduates who accustomed to use direct translation in writing English words. They directly wrote the meaning of the words found in the dictionary without paying attention whether those words are appropriate with the contexts. In other

words, the students' knowledge of diction was not sufficient yet. As the result, having insufficient vocabulary makes it difficult for them to do their writing activity.

Another difficulty found is related to the grammar mastery. Inability to use correct tense and pronouns are two majors difficulties found in relation to grammar mastery. In writing descriptive text, most of the students still used present tense. Moreover, they often misused pronouns in their writings, for example some students used the personal pronoun her for a man instead of him or vice versa. The facts shown previously indicate that the students still do not know the appropriate use of grammar used in writing a particular text.

As conclusion, it is true that writing is considered as the difficult skill to master but there are some efforts that can be done to overcome this problem.

To improve the student's writing Skill, it needs an appropriate strategy or technique to solve their problems. There is a strategy to improve the student's achievement in Writing Skill. The strategy is called "Think Talk Write (TTW)" strategy. This strategy is good for writing. 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 skill. It is corrected by Martinis and Bansu I "Think Talk Write (TTW)" strategy is one of the learning strategy that can develop students understanding and communication ability.

The Think Talk Write (TTW) strategy can be 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 tool to develop their idea before write to help them to Deepen comprehension by thinking as they write. Besides that, Richard W. Strong add benefits of Think Talk Write (TTW) strategy. 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 Discussion. Students share their opinion and their idea about one topic to their friends before write on paper. The students get bored when the matter 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.

Dealing with the Fact, the researcher interest in conducting research entitled "The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture Media on Students' Achievement In Writing Skill.

Base on the explanation above, researcher hope that the problem could be solved by using Think Talk Write (TTW) Strategy with Slide Picture Media. As This This Strategy could attract the students' interest to write actively. The student got opportunity to give their own opinion towards a problem finish by the group assignment, it could influence students' ability, students' motivation and students' learning activities. This is also the reason why the researcher choose this strategy to help students in writing.

## **B. The identification of the problems**



Based on the background of the research above, the problems of this research identified as follow:

1. The students lack of vocabulary mastery
2. The students difficult to find main idea
3. The students can not expressing their idea

### **C. The Scope and Limitation**

The scope of this research is writing skill by using Think Talk Write Strategy with Slide Picture Media and the Limitation of this research is writing descriptive at the VII grade of SMP IT PRIMA MANDIRI in academic year 2018/2019.

### **D. The Formulation of the Problem**

The problems of this research were formulated as the following :is there any significant effect of using Think Talk Write Strategy with slide picture media on student achievement in writing skill?

### **E. The Objective of the study**

Based on the formulation of the problem, the objective of the study namely To find out the effect of applying Think Talk Write Strategy by using Slide Picture on students' achievement in writing skill.

### **F. The Significance of the Study**

The finding of this research were expected to be useful and relevant in some respect either theoretically and practically.

#### **i. Theoritically**

The significant of the study for English teacher are to understand the way of teacher in teaching writing using Think Talk Write strategy by using slide picture media and it will give to contribution to successful teaching learning English.

## **ii. Practically**

### **1. For the Students**

The writer hopes that students will improve their writing skill. This strategy can make students interested and more enthusiastic in learning especially learning writing.

### **2. For the English Teachers**

By doing this research, the teacher can know the improvement students achievement in writing descriptive text and solve students difficulties in writing descriptive text by Think-Talk-Write(TTW) strategy.

### **3. For the Researchers**

By conducting this study, hopefully the researcher can add new knowledge experience the implementation of TTW strategy by using slide picture on students' achievement in writing skill.

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **A.Theoretical framework**

In conducting a reaserch, themes were needed to explain some concepts applied concerning to the research. The theories classified avoid confusion. The following theories used in this study.

##### **1. Writing**

Sarwono (2013:62) argue that writing is one of the most important skills in learning a language besides listening, reading, and speaking. Writing is one of language skills when inform the writer's idea in the written form. It mean that writing is a process who people write to often heavily influenced by the constraints of genres, and than these element have to be present in learning activities. Pardiono (2007:3) stated that writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The writing as the production of written word that result in a text, but the text must be read and comprehend. From the definitions above the writer concluded that writing is a way to produce language that comes from the thought by using writing, people can share their ideas, feeling or anything that exist in their mind. It is also a creative process and good writer must learn to communicate their ideas clearly.

### **1.1.The Stage of the Writing Process**

Whatever readers writing habits, they are simply the enabling conditions that allow readers to begin and persue readers' writing process. Crimmon (2012:10-11) explained that the writing process will be devided into three stages, planning, drafting, and revising.

#### **1. Planning**

Planning is any orderly procedure used to bring about a desired result. As the first stage in the writing process, planning is series of strategies designed to find and produce information in writing. When readers begin any writing project, readers, need to discover what is possible. Reader need to locate and explore a variety of subjects. Readers need to discover what is possible. Reader need to locate and explore a variety of subjects. Readers need to invent alternative ways to think and write about each subject. And readers need to consider all ideas, however mundance or unsettling, in order to select and create the substance out of which readers will shape subject.

#### **2. Drafting**

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing. Once planning has enabled readers to identify several subjects and encouraged readers to gather information on those subjects from different perspectives, readers need to determine what readers can best accomplish in writing. Readers need to select one subject and organize your information about it into meaningful cluster.

Then readers need to find connection among those cluster and discover the relationship that link of the connection.

### **3. Revising**

Revising is a procedure for improving or connection a work in progress as the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. After readers have completed readers' preliminary draft, readers need to stand back from readers text and decide what actions would seem to be most productive. Readers may have to embark upon global revision complete recreation of the world of readers' writing. Or readers may be able to begin local revision concerted effort to perfect the smaller elements in a piece of writing readers have already created.

### **1.2. Genres of Writing**

Pardiyono( 2007:2-3) stated that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation. For many people, it is intuitively attractive concept that helps to organize the common- sense labels we use to categorize texts and the situations in which they occur.

Based on explanation above, researcher knew that genre is type or kind of text, defined in terms of its social purpose also the level of context. Dealing with social purpose. By using genre, researcher can construct appropriate text that can be understood clearly by others.

The texts are classified into several genres (Mandra,2016: 3-59) they are:

1. Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.
2. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.
3. Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place and thing.
4. Narrative is a text focusing specific participants. Its social function is to tell stories or past event and entertain the readers.\
5. Procedure is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.
6. News item is a text which informs readers about event of the day. The event are considered newsworthy or important.
7. Discussion is a text which present a problematic discourse. This problem will be discussed from different viewpoint. Discussion is commonly found in philosophical, historic, and social text.
8. Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.
9. Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something, or act in certain way.

10. Report is a text which present information about something, as it is. It is as result .
11. Spof is a text which present information about something, as it is. It is as a results of systematic observation and analysis.
12. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative
13. Review is one of text genres. This classification of text types is commonly based on the structure which used by the writer to compose his text. Each text type will have different form of generic structure.

### **1.3.Step to Teach Writing Genres**

Pardiyon (2007:4-5) Stated that there are seven steps to teach writing genres :

1. Familiarisation with the genre

Integration with reading and oral language, for example, comparing samples of the genre, using sample displays, reading to and reading with students.

2. Use an example to devise a framework

Student analyse on effective sample of the text form. Student discover the framework of a form of a text. Create a framework with key word/prompts for the genre.

3. Modelled writing (Teacher only)

The teacher 'think aloud' as he/ she write the class observe.

4. Shared Writing

Teacher has the pen and continues to ‘think aloud’ but uses students’ ideas also. Students engage in talking, writing and reading within the genre.

5. Student plan their writing

Student can plan their writing in pairs/groups using the framework they have devised.

6. Independent writing

Students plan and write their own piece including drafting, editing and redrafting.

7. Presentation to audience

Student write for real purpose and for real audience.

## **2. Slide Picture Media**

Media are very important components in the teaching and learning of English. According to Gustchow in Winoto(2005:17), Media serve four general purposes:

1. Media can help simplify the teaching and they can help to complete it.
2. Media allow teacher’s point of view to practice the principle of teaching object and illustration.
3. With the help of media, the use of the mother tongue of the students can be avoided.
4. Media are instruments of motivation if they are used to stimulate the learning process.



SlidePicture is Page of a presentation with the picture . Collectively, a group of slides may be known as a slide deck. Slide picture are often used in teaching any subjects, not only teaching English. Slide picture can be used to attract the students' attention and make them interested in the subject given. It is because this attitude, motivation, and interest of the student are the crucial factors in determining his achievement (Finochiaro, 1975:263).

### **3. Think Talk Write**

#### **3.1.definition Think Talk Write**

Think – Talk – Write strategy is one of strategy in teaching learning process. This strategy is developing by Huinker and Laughlin. In this learning model is based on the understanding that learning is a social behavior. Also that learning model, learners are encouraged to think, talk, and then write about a topic. This method is a method that can train the ability to think and speak learners.

So in the TTW strategy is a learning that starts with thinking through the material (scrutinize, criticizing, and alternative solutions) the results of the reading will be presented and discussed.

According to Huinker and Laughlin (1996:82) the think-talk-write strategy build in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective

dialogue with themselves, to talking and sharing ideas with one another, to writing.

In addition according to Huda (2014:218) think-talk-write is a strategy that facilitates the exercise verbally and writes the language fluently. So, from the assumed researchers about this strategy can build the basic of student knowledge. Also that, this strategy can encourage learners to think, speak, and write. This learning model is used to develop writing fluently and trains the language before written.

So from the above research can be concluded that this strategy is to make to build ideas, or students' thinking before writing. Besides TTW strategy can also be able to help students more actively expose their ideas or thoughts in text with their own understanding with classmates.

### **3.2.The Steps of Think Talk Write.**

According to Huda (2016: 229) The steps of learning in the Think Talk Write model are as follows:

1. The teacher distributes a picture relating to things, people, or places and student activity sheets that contain problems and implementation instructions.
2. The Students describe the picture in their imagination and make notes individually small (think). Each student in group describe about the picture with individually, what they think about the picture. This

activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.

3. Students interact with groupmates to discuss the contents of the notes (talk). The teacher acts as a mediator in the learning environment.
4. Students construct their own knowledge gained from the results of the discussion (write).
5. The teacher asks representatives from one of the groups to present the results of their group discussions.

### **3.3. Teacher's Position in Think Talk Write**

According to Yamin and Ansari (2009: 90) teacher's positions in ThinkTalk-Write (TTW) are:

1. Ask question and give assignments which is engage and challenge the students to think.
2. Listen carefully student's ideas.
3. Ask students to express their ideas in form of written text.
4. As monitor and give score to the student's participation in discussion. And decided how to motivate the students to be active.

Based on the statement above, the researcher concludes that teacher's position in Think-Talk-Write (TTW) as facilitators. Teacher motivates the students to be active in teaching learning process.

### **3.4.The Advantages and disadvantages of Think Talk Write Strategy**

According to Hamdayama (2014) there are some advantages and disadvantages of TTW Strategy, as follow:

#### **3.4.1. Advantage**

1. The advantage of TTW (think-talk-write) strategy is to sharpen the entire visualthinking skill.
2. It is developing a meaningful solution in order to understand the teaching material.
3. It can develop critical and creative thinking skills of students.
4. by interacting and discussing with the group will engage students actively in learning.
5. Allowing the students to think and communicate with friends, teachers, and even with themselves.

#### **3.4.1. Disadvantage**

When students work in groups they are usually less focused in the material that is done, usually active only a few students only. Also that sometimes they are easy to lose the ability and confidence, because dominated by affluent students; in addition teacher must be really prepare all media to mature in order to implement Think-Talk-Write.

### **4. Strategy**

Strategy is a plan of operation achieving something. According to (J.R. David, 1976) in the world of education strategy is defined as “ a plan, method, or series of activities designed to achieves a particular educational goal”.so thus

learning strategies can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

kemp (1995) explains that learning strategies are learning activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. In line with the opinion above, Dick and Carey (1985) also mentioned that learning strategy is a set of material and learning procedures that are used together to generate learning outcomes in students.

## **5. Effect**

The effect is that learning objectives are more a by-product of learning outcomes, achieved because students face a particular learning environment system for example students are able to think critically, be open to accepting other people's opinions, creative, disciplined etc. because students experience group discussion or class discussion.

According to Sudirman (1987: 92), in the selection of teaching methods must contain direct impacts (instructional effects) and the impact of the accompanying / accompanying (nurturant effects). Classroom management approaches and strategies as part of the process of teaching and learning activities have an effect or impact on improving learning achievement, both direct and indirect impacts.

learning achievement / success is not merely a success in terms of cognitive and psychomotor, but also pay attention to other aspects, such as the affective aspect. Evaluating just one aspect will cause teaching to have less

comprehensive meaning. These three aspects are supporting elements of learning outcomes / achievements. It is said to consist of various supporting aspects, because if we return it to the term education itself is very complex, which includes the entire discussion of behavior, both mind, taste, and intention.

## **6. Achievement**

According to Drs. H. Abu Ahmadi explains the Definition of Learning Achievement as follows: In theory, if an activity can satisfy a need, then there is a big tendency to repeat it. The source of learning reinforcement can be extrinsic (value, recognition, appreciation) and can be extrinsic (enthusiasm to investigate, interpret situations). Besides that students need / and must receive direct feedback on the degree of success of the task (the value of report cards / test scores) (Learning Psychology DRS. Abu AbuAhmadi, Drs. WidodoSupriyono 151).

So it can be concluded that the notion of learning achievement is the result of work or learning that shows the measure of skill achieved in the form of values. While the learning achievement of learning outcomes in the form of values as a measure of the ability of learning efforts that have been achieved by someone, learning achievement is shown by the number of grades report cards or summative value tests.

## **B. Relavant Study**

There many previous studies those are relevant to this research. The researcher has found the research done by Pradita (2016) conducted the study

which entitled “*The Influence of Think-Talk-Write (TTW) strategy toward students writing skill on recount text (An experimental research at eight grade of SMP Muhamadiyah 7 Yogyakarta in the academic year 2015/2016)*”. The result of her research of is the student’s writing ability can be improved by Think Talk Write strategy. There are some differences and similarities between these researches, the differences are they use Think Talk Write strategy in different education level, school and material. Her research design is use quasi experimental. In other hand, the similarity is both of them using Think Talk Write strategy and school is area that used.

The next previous study conducted by Melia (2012) with title “*The Effect of Think-Talk-Write (TTW) Strategy Toward the Ability In Writing Descriptive Paragraph of Eight Grade Students AtHasanah Islamic Junior High School*”. In this research, think talk write strategy was effective to teach writing skill on descriptive text. There are some differences and similarities between this research, the differences are they use think talk write technique in different education level, grade, school and material. In other hand, the similarities are the target of this research is students of junior high school and use think talk write strategy and school is area that used.

The last previous study conducted by Khusnatul (2014) with the tittle “*The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching Analytical Exposition Writing of The Second Graders Students At MAN Trenggalek*”. The result of this research is the think talk write strategy is effective toward writing skill in senior high school. The differences from this research are the school,

graders, education level, and the focus on material. The similarities of this research are method and skill that was focused, and the research design same use with pre experimental research design.

Based on some previous studies above, the researcher knew that think talk write strategy is effective for writing. According the researchers above it has similarities and differences with the researcher's research. The similarities, it has same method for teaching. The differences are the technique data collection, sample, and the place of the study. This research differently, was designed more specifically on the use of think talk write strategy in teaching writing in writing skill. While the researchers of this research want to conduct a research of using think talk write strategy that implied for teaching writing descriptive text entitle "the effect of applying think talk write strategy by using picture on students' achievement in writing skill". Thus, it was clear that this research did not plagiarize to previous study, but the researcher use those as guidelines and references in conducting the further research.

### **C. Conceptual Framework**

Writing is a complex subject that cannot be mastered instantly. In writing, students are required to be able to create a good composition of written text by arranging some thoughts. Students have to develop an idea, consider the appropriate grammar structure, and so on. Considering that, many students face various problems when they are going to write. Some those problems are for instance they are confused about what idea they have to be improved, confused



with some unfamiliar vocabularies, do not know what grammar structures have to be put, do not know the structure of the text they are going write, and many more. In addition, teachers have not given adequate knowledge, enough encouragement of material, and appropriate strategy when they ask students to start to write. Thus, it can be a source of problems that students face in writing text.

Considering that, many researchers have done some researches to find out which strategy or technique that can be most effective in teaching writing. Yet, there is no most effective strategy or technique of teaching writing since they have their own strengths and weaknesses. Furthermore, a teacher is also required to create a comfortable atmosphere and provide a suitable strategy or technique of teaching in order to increase motivation and obtain students' attention. Considering the statement above, the writer decides to use Think-Talk-Write strategy in order to be a strategy in teaching writing skill, particularly on descriptive text. Think-Talk-Write strategy is assumed can be an effective way to develop students writing skill since it can motivate students to be more active in the learning process.

#### **D. Hypothesis**

A hypothesis is needed to show the researches thinking and expectation about what outcomes of the research will be. Based on the explanation of the conceptual framework, The hypothesis of this research can be formulated as:

If  $t\text{-test} > t\text{-table} = H_a$  was accepted and  $H_0$  was rejected.

It means that:

1. If alternative hypothesis( $H_a$ ) was accepted and hypothesis ( $H_o$ ) was not accepted, there is a significant effect of using Think Talk Write (TTW) strategy with the slide picture.

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### **A. Location**

This research was conducted at the VII grade students of SMP IT PRIMA MANDIRI at Jl.Rukun No. 10 Dusun X Desa Kolamkec. Percut Sei Tuan, North Sumatera at Academic year of 2018/2019. Based on SWOT analysis, Weakness internal or internal factors that may have a negative effect (or become a barrier to) achieving the goals of an educational institution. The reason for choosing this school because based on the researcher observation, the researcher found that students have some problems in writing skill.

#### **B. Population and Sample**

##### **1. Population**

The population in this research was taken in seventh grade of SMP IT PRIMA MANDIRI at Jl.Rukun No. 10 Dusun X Desa Kolamkec. Percut Sei Tuan, North Sumatera at Academic year of 2018/2019, North Sumatera. There were 2 parallel classes, each class consists of 29 students. The total number of the students was 58 students.

##### **2. Sample**

According to Arikunto as cited in Maghfiroh (2015) “ if the subject is less than a hundred, the researcher should take all of them. Then, if the subject is a lot or more than a hundred, it should be taken at least 10% - 15% or 20% - 25% of

the population. In this research, the researcher takes all student of the VII grade SMP IT PRIMA MANDIRI in academic year 2018/2019.

**Table 3.1**  
**Population of Research**

No	Class	Population	Sample
1	VII – Abu bakarashiddik	29	29
2	VII –alghofar	29	29
<b>Total</b>		<b>58</b>	<b>58</b>

### **C. Research Design**

The experimental quantitative research was applied in this research. The experimental quantitative research was a study with two different group; experimental group consist of 29 student and control group with 29student. The experimental group was taught by using Think Talk Write Strategy with Slide Picture media and Control group without using Think Talk Write Strategy With Slide picture.

**Table 3.2**  
**The Research Design**

Group	Pre-test	Treatment	Post-test
<b>Experimental</b>	✓	<b>TTW Strategy using slide ficture</b>	✓
<b>Control</b>	✓	<b>Without using TTW strategy with Slide Piture Media</b>	✓

There were three procedures in doing by the researcher, namely: pre-test, treatment and post-test .

#### **1. Pre-test**

The pre-test was conducted to know each students' ability in the experimental group and control group before did the treatment both of groups would be asked to write using topic was given by the teacher.

## 2. Treatment

The treatment referred to the procedure of teaching. The treatment would be give for this two group, experimental group and control group. Both of groups would be taught by using Think Talk Write Strategy with Slide Picture and control group without using Think Talk Write Strategy With Slide picture.

**Table 3.3**

**Treatments in Experimental Group**

<b>Teacher's Activities</b>	<b>Students' Activities</b>
1. The teacher distributes a picture relating to things, people, or places and student activity sheets that contain problems and implementation instructions.	Students look at the picture
2. The Students describe the picture in their imagination and make notes individually small (think). Each student in group describe about the picture with individually, what they think about the picture. This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.	Each student in group describe about the picture with individually, what they think about the picture
3. Students interact with groupmates to discuss the contents of the notes (talk). The teacher acts as a mediator in the learning environment.	student's discuss the result of a collection of ideas that they make in individually in the note about what they know based in the picture
4. Students construct their own knowledge gained from the results of the discussion (write).	Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).
5. The teacher asks representatives from one of the groups to present the results of their group discussions.	a representative from one of the groups to present the results of their group discussion.

## 3. Post test

The post test was conducted to know each student writing ability after the treatment applied. It was administrated to experimental group and control group.

The administrating of the Post-test meant to find the differences score of both experimental and control group.

#### **D.Insturment of The Research**

To find out the qualification of the students' writing, heaton (1975:109-111) stated that there were five components scale in scoring studens' writing as following mention in the table.

**Table 3.4**  
**Component Scale In Scoring**

CONTENT	Score	Level	Criteria
	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.
	Score	Level	Criteria
	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.
	13-10	Fair to Poor	Non-fluent, ideas confused or disconnected, lack 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, and meaning confused.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary, idiom or word form, or not enough to evaluate.
LANGUAGES	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 construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANIC	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	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. Technique of Collecting Data

The data was collected by giving the test to the student. Several steps are used to collect the data :

1. Giving the Pre-test.
2. Applying the treatment, which tasked language to the experimental group, while the control group is taught by using lecturing method.
3. Give post-test of the class
4. Collect the student's answer sheets and score the student



## **F. Technique of Analyzing The Data**

In this research, the analysis used quantitative analysis technique. It aimed at the knowing the influence of Think Talk Write strategy with slide picture media. First, the data collected. Then, the data were classified into Think Talk Write Strategy with Slide Picture Media. Finally, the data of Think Talk Write Strategy with Slide Picture would be calculated. To analyze the quantitative data, the researcher used statistical calculation of the T- test to determine the result of the research. It was used in order to know the difference score between the students who were taught Think Talk Write strategy with Slide Picture Media and without using Think Talk Write Strategy with Slide Picture Media or Lecturing method. The data would be collect from the pre-test and post-test then were analyze by using the following step:

1. Determining mean deviation of experimental group, with formula.

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

Where :

$M_x$ : mean of experimental class

$\sum X$  : Total of deviation of experimental class

$N$  : number students of experimental class

1. Determining mean deviation of control class, with formula :

$$M_y = \frac{\sum Y}{N}$$

Where :

$M_y$  : mean of control class

$\sum Y$  : total of deviation of control class

$N$  : number student of control class

2. To find out the deviation of each post-test score from pre-test score of experimental class, with formula:

$$\sum_X 2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where :

$\sum_X 2$  : deviation of each post-test score from pre-test of experimental class

$N$  : number student of experimental class

3. To find out the deviation of each post- test score from pre-test score of control class, with formula :

$$\sum_Y 2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

Where :

$\sum_Y 2$  : deviation of each post-test score from pre-test of Control class

$N$  : number student of control class

4. In hypothesis testing, the researcher used t-test which will used this research as followed:

Where:

$$T\text{-test} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$T$  :total score

$M_x$  ; mean of experiemental class

$M_y$  ; mean of control class

$\sum x^2$ :Standard deviation of experimental class

$\sum y^2$  :Standard deviation of control class

$N_1$  :Total number sample of experimental class

$N_2$  :Total number sample of control class

5. Determining t-table in significant level 5% with degree of freedom (df)

$$Df = (N_x + N_y) - 2$$

Where :

$N$  : number of students

### G. Testing Hypothesis

The hyphothesis of this reaseach can be formulate as:

If  $t\text{-test} > t\text{-table} = H_a$  was accepted and  $H_o$  was rejected.

If  $t\text{-test} < t\text{-table} = H_a$  was rejected and  $H_o$  was accepted

Its means that:

1. If alternative hypothesis( $H_a$ ) was accepted and hypothesis ( $H_o$ ) was not accepted, there is a significant effect of using Think Talk Write (TTW) strategy with the slide picture.
2. If hypothesis null( $H_o$ ) was accepted and alternative hypothesis ( $H_a$ ) was not accepted, there is not a significant effect of using Think Talk Write (TTW) strategy with the slide picture.

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

The data was taken from the result of sample writing test. The sample was divided into two groups namely the experimental and control group. Each group was given pre-test and post-test. And the score was obtained. For the data in the experimental group was showed that the highest score of pre-test was 72 and the lowest was 59. For the post-test the highest score was 90 and the lowest was 60. Meanwhile the students' score of control group was 69 and the lowest was 50. While the highest score of post-test was 81 and lowest was 57.

#### B. Data Analysis

Based on the data from the test, the score were analyzed in order to know difference between difference between pre-test and post-test of experimental group.

**Table 4.1**

#### THE SCORE OF PRE-TEST IN EXPERIMENTAL GROUP

No	Student's initial	content	Organization	Vocabular y	Language use	Mechanic	Score
1	AP	21	12	11	13	3	<b>59</b>
2	ARP	20	11	12	17	4	64
3	DC	20	13	14	16	4	67
4	DAH	19	14	11	15	3	<b>62</b>

5	DSA	21	15	15	17	4	72
6	FR	21	14	13	15	3	66
7	FI	21	15	14	17	3	70
8	GS	20	12	15	16	4	67
9	HGL	21	14	15	17	3	60
10	IA	20	13	14	15	4	66
11	IS	21	15	12	18	4	70
12	IP	19	14	11	16	4	64
13	MPA	20	14	13	17	4	68
14	MA	20	14	13	16	4	67
15	MDR	21	12	14	16	4	67
16	MRH	21	13	13	15	3	65
17	RHB	19	12	12	13	4	60
18	RS	20	13	14	14	4	65
19	RA	20	15	14	16	3	68
20	RAF	21	14	15	15	4	69
21	SA	20	13	14	15	3	65
22	SN	20	14	13	16	4	67
23	SSB	19	12	12	13	4	60
24	SAS	20	14	14	16	4	68
25	SFI	19	15	13	15	4	66
26	SC	21	15	15	17	4	72
27	YR	20	14	14	15	3	66

28	YM	20	15	15	15	4	69
29	YS	21	16	17	16	4	<b>74</b>

**Table 4.2****THE SCORE OF POST- TEST IN EXPERIMENTAL GROUP**

No	Student's initial	content	Organization	vocabulary	Language use	Mechanic	Score
1	AP	23	16	16	21	4	80
2	ARP	23	16	15	20	5	79
3	DC	24	15	17	22	4	82
4	DAH	25	17	18	21	5	86
5	DSA	24	16	17	20	4	81
6	FR	24	16	17	21	4	82
7	FI	24	17	16	23	4	84
8	GS	26	18	16	21	5	86
9	HGL	24	16	15	22	4	81
10	IA	23	15	16	19	5	78
11	IS	25	17	17	21	4	84
12	IP	25	18	16	20	5	83
13	MPA	27	18	17	23	5	90
14	MA	26	16	18	22	4	86
15	MDR	23	15	16	21	4	79
16	MRH	25	17	18	23	4	87

17	RHB	24	16	17	20	5	82
18	RS	26	17	17	21	5	86
19	RA	28	18	16	23	5	<b>90</b>
20	RAF	25	16	18	20	4	83
21	SA	24	17	17	21	5	84
22	SN	25	16	17	21	5	84
23	SSB	23	18	17	22	4	84
24	SAS	21	17	16	20	5	79
25	SFI	20	17	18	21	5	81
26	SC	28	18	16	23	5	<b>90</b>
27	YR	22	17	18	22	4	83
28	YM	23	16	18	21	4	82
29	YS	21	18	17	20	4	80

After finding out the score of the students' writing in experimental group, the next step was to calculate the total score of the students' writing achievement.

**Table 4.3**



**THE TEST RESULT OF THE EXPERIMENTAL**

<b>No</b>	<b>Student</b>	<b>Pre-test of</b>	<b>Post-test of</b>	<b>Gained</b>	<b>X<sup>2</sup></b>
	<b>initial</b>	<b>score</b>	<b>score</b>	<b>score</b>	
		<b>X<sub>1</sub></b>	<b>X<sub>2</sub></b>		
1	AP	62	80	18	324
2	ARP	64	79	15	225
3	DC	67	82	15	225
4	DAH	62	86	24	576
5	DSA	65	81	16	256
6	FR	66	82	16	256
7	FI	70	84	14	196
8	GS	67	86	19	361
9	HGL	60	81	21	441
10	IA	66	78	12	144
11	IS	70	84	14	196
12	IP	64	83	19	361
13	MPA	68	90	22	484
14	MA	67	86	19	361
15	MDR	67	79	12	144
16	MRH	65	87	22	484
17	RHB	60	82	22	484
18	RS	65	86	21	441
19	RA	68	90	22	484
20	RAF	69	83	14	196

21	SA	65	84	19	361
22	SN	67	84	17	289
23	SSP	72	84	12	144
24	SAS	68	79	11	121
25	SFI	66	81	15	225
26	SC	62	77	15	225
27	YR	66	83	17	289
28	YM	69	82	13	169
29	YS	74	80	6	36
$\Sigma$	Total	$\Sigma X_1$	$\Sigma X_2$	$\Sigma X$	$\Sigma X^2$
		1.921	2.403	482	8.598
		M = 66,24	M=82,86		

The students' score in the experimental group showed that the mean score of pre-test in experimental group was 66,24, while the mean score of post-test was 82,86. Total gained score in this class was 482. It concluded that there was significance in pre-test and post-test. The score of post-test was higher than pre-test.

**Table 4.4****THE SCORE OF PRE-TEST IN CONTROL GROUP**

No	Student's initial	Content	Organization	vocabulary	Language use	mechanic	score
1	AIA	16	12	11	10	3	<b>52</b>
2	AF	15	14	10	12	3	54
3	AL	17	13	12	13	4	59
4	AAL	19	14	11	12	4	60
5	AWA	17	11	15	10	4	57
6	FRAL	18	13	13	11	3	58
7	ARA	19	11	14	12	4	60
8	AA	20	12	10	14	4	60
9	AF	20	11	11	9	3	54
10	DL	17	13	12	10	4	56
11	DW	19	14	13	15	4	<b>65</b>
12	EP	16	12	12	13	4	57
13	FF	17	13	15	10	3	58
14	JSN	19	12	11	12	4	58
15	JHT	20	15	13	11	3	62
16	JS	16	12	10	12	4	54
17	JD	18	13	14	11	4	60
18	MTP	15	14	15	13	3	60
19	MP	17	13	12	14	4	60

20	NP	21	14	15	11	3	64
21	PDM	20	12	14	13	4	63
22	RZ	19	13	12	12	4	60
23	RA	20	14	15	13	4	66
24	RFP	16	14	12	13	4	59
25	RF	18	12	10	11	3	53
26	RA	17	13	11	14	4	59
27	SDC	18	12	10	15	4	59
28	TH	16	14	13	12	3	58
29	TI	20	13	12	13	3	61

Table 4.5

## THE SCORE OF POST-TEST IN CONTROL GROUP

No	Student's initial	Content	Organization	vocabulary	Language use	mechanic	score
1	AIA	18	12	13	14	3	60
2	AF	20	13	12	12	4	61
3	AL	19	12	11	15	4	61
4	AAL	21	14	14	12	4	65
5	AWA	19	16	16	13	4	68
6	FRAL	21	15	11	14	3	64
7	ARA	18	16	13	16	4	67
8	AA	20	14	12	13	4	63

<b>9</b>	AF	17	13	15	15	4	64
<b>10</b>	DL	19	13	14	12	4	62
<b>11</b>	DW	21	15	14	15	4	69
<b>12</b>	EP	17	13	13	12	4	<b>59</b>
<b>13</b>	FF	18	15	15	15	4	67
<b>14</b>	JSN	20	14	12	13	4	63
<b>15</b>	JHT	19	16	12	15	4	66
<b>16</b>	JS	21	15	14	14	4	68
<b>17</b>	JD	20	14	16	15	3	68
<b>18</b>	MTP	18	15	15	17	3	68
<b>19</b>	MP	19	16	13	16	4	69
<b>20</b>	NP	18	17	15	13	4	67
<b>21</b>	PDM	22	15	14	15	3	69
<b>22</b>	RZ	21	16	16	13	4	70
<b>23</b>	RA	19	17	14	17	4	<b>71</b>
<b>24</b>	RFP	20	13	14	14	4	65
<b>25</b>	RF	21	14	13	13	3	62
<b>26</b>	RA	18	15	15	15	4	67
<b>27</b>	SDC	20	12	13	12	4	61
<b>28</b>	TH	21	14	16	17	3	<b>71</b>
<b>29</b>	TI	19	15	12	14	4	64

**TABEL 4.6**  
**THE TEST RESULT OF THE CONTROL GROUP**

No	Student initial	Pre-test of score $Y_1$	Post-test of score $Y_2$	Gained score $Y$	$Y^2$
1	AIA	52	60	8	64
2	AF	54	61	7	49
3	AL	59	61	2	4
4	AAL	60	65	5	25
5	AWA	57	68	11	121
6	FRAL	58	64	6	36
7	ARA	60	67	7	49
8	AA	60	63	3	9
9	AF	54	64	10	100
10	DL	56	62	6	36
11	DW	65	69	4	16
12	EP	57	59	2	4
13	FF	58	67	9	81
14	JSN	58	63	5	25
15	JHT	62	66	4	16
16	JS	54	68	14	196
17	JD	60	68	8	64
18	MTP	60	68	8	64
19	MP	60	69	9	81

20	NP	64	67	3	9
21	PDM	63	69	6	36
22	RZ	60	70	10	100
23	RA	66	71	5	25
24	RFP	59	65	6	36
25	RF	53	62	9	81
26	RA	59	67	8	64
27	SDC	59	61	2	4
28	TH	58	71	13	169
29	TI	61	64	3	9
$\Sigma$	Total	$\Sigma Y_1$	$\Sigma Y_2$	$\Sigma Y$	$\Sigma Y^2$
		1.703	1.899	193	1.573
		M= 58,72	M=65,48		

The students' score in control group was showed that the mean score of pre-test was 58,72 and the mean score of post-test was 65,48. The total gained scored was 193.

From that table, the researcher concluded the control group that not used Think Talk Write Strategy in writing got lowlest Score than the experimental group that use Think Talk Write Strategy.

#### **An analyzing the Data by Using T-Test Formula**

Researcher used statistic calculation of the t-test formula with degree of significant 5 % for analyzing the data.

1. Find out the mean of deviation of experimental class ( $M_x$ )

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

$$M_x = \frac{482}{29}$$

$$M_x = 16,6$$

2. Finding out the Mean of Deviation of control class ( $M_y$ )

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{193}{29}$$

$$M_y = 6,65$$

3. Finding out the deviation each post- test from pre-test score of experimental class  
( $\sum X^2$ )

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum X^2 = 8.598 - \frac{(482)^2}{29}$$

$$\sum X^2 = 8.598 - \frac{232.324}{29}$$

$$\sum X^2 = 8.598 - 8.011,1$$

$$\sum X^2 = 586,9$$

4. Finding out the deviation each post- test from pre-test score of control class  
( $\sum Y^2$ )



$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$\sum Y^2 = 1.537 - \frac{(193)^2}{29}$$

$$\sum Y^2 = 1.537 - \frac{37.249}{29}$$

$$\sum Y^2 = 1.537 - 1.284,4$$

$$\sum Y^2 = 252,6$$

5. The hypothesis was T-Test

$$T\text{-test} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$T\text{-test} = \frac{16,6 - 6,65}{\sqrt{\left(\frac{586,9 + 252,6}{58 - 2}\right)\left(\frac{1}{29} + \frac{1}{29}\right)}}$$

$$T\text{-test} = \frac{9,95}{\sqrt{\left(\frac{839,5}{56}\right)\left(\frac{2}{29}\right)}}$$

$$T\text{-test} = \frac{9,95}{\sqrt{\left(\frac{1.679}{1.624}\right)}}$$

$$T\text{-test} = \frac{9,95}{\sqrt{\left(\frac{1.679}{1.624}\right)}}$$

$$T\text{-test} = \frac{9,95}{\sqrt{(1,03)}}$$

$$T\text{-test} = \frac{9,95}{1,01}$$

$$T\text{-test} = 9,85$$

6. Determining t-table in significance level 5% with degree of freedom (df)

$$Df = (N_x + N_y) - 2$$

$$Df = (29 + 29) - 2$$

$$Df = (58) - 2$$

$$Df = 58 - 2$$

$$Df = 56$$

The degree of freedom (df) = 56

### C. Testing Hypothesis

After calculating the data previously by using t-test formula, the researcher tested the hypothesis base on the statistical hypothesis.

1. If  $t_{\text{test}} > t_{\text{table}}$  = the alternative hypothesis ( $H_a$ ) was accepted and hypothesis ( $H_o$ ) was not accepted, there was a significant effect of using Think Talk Write (TTW) strategy with the slide picture.
2. If  $t_{\text{test}} < t_{\text{table}}$  = the hypothesis null ( $H_o$ ) was accepted and alternative hypothesis ( $H_a$ ) was not accepted, there was not a significant effect of using Think Talk Write (TTW) strategy with the slide picture.

The result from calculating the data was  $t_{\text{test}} = 9,85$  And  $t_{\text{table}} = 2,00$ . It meant that  $t_{\text{test}}$  was higher than  $t_{\text{table}}$  in significance level 5%. So the null hypothesis ( $H_0$ ) Was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

From the analysis of the result, researcher concluded that this strategy was effective. It could be seen from the result above ( $9,85 > 2,00$ ).

#### **D. Research Finding**

From the data of this research, the formula was obtained. The data showed  $t_{\text{test}}$  was 9,85 and  $t_{\text{table}}$  was 2,00,  $t_{\text{test}} > t_{\text{table}}$ . As the result, taught English with think talk write strategy by slide picture media was higher that without followed think talk write strategy by slide picture. So, hyphotesis was accepted.

## **CHAPTER V**

### **CONCLUTIONS**

#### **A. Conclusion**

After analyzing the data, the result of this study was found that think talk write strategy gave significance effect to students in teaching writing skill. Think Talk Write Strategy was one of resolution to help student active and develop the student achievement in writing skill. This strategy made students be active, convey the ideas, and suggestion. It could be seen from the total scores of the pre-test and post-test, 1.921 and 2.403 respectively. It was found that  $t_{test}$  higher than  $t_{table}$ ,  $9,85 > 2,00$  with  $df = 56$  significance level 5 %.

#### **B. Sugestion .**

Based on the conclusions above suggestion were stated as the following.

1. The English teacher can apply Think Talk Write Strategy to teaching writing in classroom. By using Think Talk Write Strategy, teacher can easily to teach and more affective to convey the materials, it also can make students active in learning English process.
2. The students are suggested to apply Think Talk Write Strategy in learning english. After they learn writing skills using thing talk write strategy they can add knowledge about writing skill and increase their knowledge about expressing opinions and conveying ideas and giving comments.

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## APPENDIX 1

LESSON PLAN  
(EXPERIMENTAL GROUP)

## A. IDENTITY

School : SMP IT PRIMA MANDIRI  
 Subjects : English  
 Class / Semester : VII / 1  
 Skill : Writing  
 Time Allocation : 2 x 40 minutes

## B. CORE COMPETENCE

- KI 3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
- KI 4: Trying, processing, and presenting in the realm of concrete (using, unraveling, composing, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources the same in point of view / theory.

## C. BASIC COMPETENCE AND INDICATORS

3.10. Understand the social function, structure of texts, and linguistic elements of descriptive texts by stating and asking about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	1. Mention social functions and descriptive text structure.
4. 12. Capture the meaning in oral and written descriptive text, very short and simple.	2. Identifying detailed information in descriptive oral text.

2. Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	3. Mention the characteristics and traits of someone with confidence using acceptable English.

#### D. LEARNING OBJECTIVES

1. Students are able to understand descriptive teks
2. students are able to identifying characteristic, language feature and generic structures of descriptive teks
3. student are able to make descriptive teks

#### E. material of learning

##### Descriptive teks

Descriptive text serves to describe people, animals or objects.

- Descriptive text structure:

<i>Identification</i>	introducing people, animals or objects to be drawn.
<i>Description</i>	Description of people, animals or objects that are equipped with special characteristics or characteristics.

Adjectives that can characterize a person : *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*

- Material deepening:

1. Adjective, an adjective that modifies the noun (noun)

Example: - She is nice and smart.

- Miss Sinta is tall and slim.

2. Simple present tense

Example: - She teaches English.

- The students enjoy her class.

#### E. LEARNING METHOD

Think Talk Write (TTW) Strategy

G. MEDIA

Media : slide picture

H. Activities Of Learning

**Pre Activity (15 minute)**

- Teacher greets the students.
- Teacher and students pray.
- Teacher checks students' attendance.

**Appreciation**

Teachers encourage students to speak English by asking questions.

**Motivation**

Telling the topic today is about writing descriptive text.

**Main activity**

Exploration ( 10 minute )

- Teacher give some question base on topic to build students background knowledge about descriptive text.
- Teacher explain about descriptive text.
- Teacher gives an example of descriptive text.

Elaboration (35 minute)

- Teacher and students discuss about characteristic, language feature and generic structures of descriptive teks
- Teacher devided students into some group
- Teacher give task or worksheet to write down a news item text.
- Student present about their writing.

Confirmation ( 10minutea)

- Teacher and students conclude the materials together

**Post activity (10 minutes)**

- The teacher give score for student work
- Teacher close the class.



# I. Assesment Of Learning

## a. Learning assessment

Written test

## b. Instrument

Essay test

# J. Evaluation

NO	Assessment	Classification	Score
1.	Content	<ul style="list-style-type: none"> <li>• Excellent to very good 27-30</li> <li>• Good to average 22-30</li> <li>• Fair to Poor</li> <li>• Very Poor 17-21</li> </ul>	13-16
2.	Organization	<ul style="list-style-type: none"> <li>• Excellent to very good 18-20</li> <li>• Good to average 14- 17</li> <li>• Fair to Poor</li> <li>• Very Poor 10-13</li> </ul>	7-9
3.	Vocabulary	<ul style="list-style-type: none"> <li>• Excellent to very good 18-20</li> <li>• Good to average 14-17</li> <li>• Fair to Poor</li> <li>• Very Poor 10-13</li> </ul>	7-9
4.	Language Used	<ul style="list-style-type: none"> <li>• Excellent to very good 22-25</li> </ul>	

	• Good to average	18-21
	• Fair to Poor	
	• Very Poor	11-17
		5-10
5. Mechanic	• Excellent to very good	5
	• Good to average	4
	• Fair to Poor	3
	• Very Poor	2

Teacher Class

Desakolam, 27 September 2019  
the researcher

( **SUHESTI S.PD** )

(**RATNA SARI DEWI**)

HEADMASTER SMP IT PRIMA MANDIRI

( **KURNIAWANS.Pd** )

**APPENDIX 2**

**LESSON PLAN**  
**(CONTROL GROUP)**

**A. IDENTITY**

School : SMP IT PRIMA MANDIRI  
 Subjects : English  
 Class / Semester : VII / 1  
 Skill : Writing  
 Time Allocation : 2 x 40 minutes

**B. CORE COMPETENCE**

- KI 3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
- KI 4: Trying, processing, and presenting in the realm of concrete (using, unraveling, composing, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources the same in point of view / theory.

**C. BASIC COMPETENCE AND INDICATORS**

3.10. Understand the social function, structure of texts, and linguistic elements of descriptive texts by stating and asking about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	1. Mention social functions and descriptive text structure.
4. 12. Capture the meaning in oral and written descriptive text, very short and simple.	2. Identifying detailed information in descriptive oral text.

2. Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	3. Mention the characteristics and traits of someone with confidence using acceptable English.
--	--

#### D. LEARNING OBJECTIVES

1. Students are able to understand descriptive teks
2. students are able to identifying characteristic, language feature and generic structures of descriptive teks
3. student are able to make descriptive teks

#### E. material of learning

##### Descriptive teks

Descriptive text serves to describe people, animals or objects.

- Descriptive text structure:

<i>Identification</i>	introducing people, animals or objects to be drawn.
<i>Description</i>	Description of people, animals or objects that are equipped with special characteristics or characteristics.

Adjectives that can characterize a person : *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*

- Material deepening:
4. Adjective, an adjective that modifies the noun (noun)

Example: - She is nice and smart.

- Miss Sinta is tall and slim.

5. Simple present tense

Example: - She teaches English.

- The students enjoy her class.

#### E. Media and source of learning

1. Media : White board and board marker

2. source of learning : Buku Bahasa Inggris, *When English Rings a Bell*, Edisi Revisi. Jakarta: Kemendikbud RI, 2014.

## F. Activities Of Learning

### **Pre Activity (15 minute)**

- Teacher greets the students.
- Teacher and students pray.
- Teacher checks students' attendance.

### **Appreciation**

Teachers encourage students to speak English by asking questions.

### **Motivation**

Telling the topic today is about writing descriptive text.

### **Main activity**

Exploration ( 10 minute )

- Teacher give some question base on topic to build students background knowledge about descriptive text.
- Teacher explain about descriptive text.
- Teacher gives an example of descriptive text.

Elaboration (35 minute)

- Teacher and students discuss about characteristic, language feature and generic structures of descriptive teks
- Teacher give task or worksheet to write down a news item text.

Confirmation ( 10minutea)

- Teacher and students conclude the materials together

### **Post activity (10 minutes)**

- The teacher give score for student work
- Teacher close the class.

## G. Assesment Of Learning

### a. Learning assessment

Written test

## b. Instrument

## Essay test

## H. Evaluation

NO	Assessment	Classification	Score
1.	Content	<ul style="list-style-type: none"> <li>• Excellent to very good 27-30</li> <li>• Good to average 22-30</li> <li>• Fair to Poor</li> <li>• Very Poor 17-21</li> </ul>	13-16
2.	Organization	<ul style="list-style-type: none"> <li>• Excellent to very good 18-20</li> <li>• Good to average 14- 17</li> <li>• Fair to Poor</li> <li>• Very Poor 10-13</li> </ul>	7-9
6.	vocabulary	<ul style="list-style-type: none"> <li>• Excellent to very good 18-20</li> <li>• Good to average 14-17</li> <li>• Fair to Poor</li> <li>• Very Poor 10-13</li> </ul>	7-9
4.	Language Used	<ul style="list-style-type: none"> <li>• Excellent to very good 22-25</li> <li>• Good to average 18-21</li> <li>• Fair to Poor</li> <li>• Very Poor 11-17</li> </ul>	

		5-10
5. Mechanic	<ul style="list-style-type: none"> <li>• Excellent to very good 5</li> <li>• Good to average 4</li> <li>• Fair to Poor 3</li> <li>• Very Poor 2</li> </ul>	

Teacher Class Desakolam, 27 September 2019  
the researcher

( **SUHESTI S.PD** )

(**RATNA SARI DEWI**)

HEADMASTER SMP PRIMA MANDIRI

( **KURNIAWANS.Pd** )

## APPENDIX 3

**INSTRUMENT OF PRE-TEST**

Name :

Class :

**Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)**



- |                                    |                          |
|------------------------------------|--------------------------|
| -famous comedian in Indonesia      | -oval face               |
| -_EntisSutisna                     | - flat nose              |
| -15 November 1975                  | - slanting eyes          |
| -Bandung, West Java                | - Sundanese              |
| - ridiculous man and full of jokes | -funny                   |
| -very unique                       | -brown and yellow hair   |
| -Opera Van Java (OVJ),             | -Susis (SuamiSieunIstri) |

## APPENDIX 4

**INSTRUMENT OF POST-TEST**

Name :

Class :

**Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)**



- |                                    |                          |
|------------------------------------|--------------------------|
| -famous comedian in Indonesia      | -oval face               |
| -_EntisSutisna                     | - flat nose              |
| -15 November 1975                  | - slanting eyes          |
| -Bandung, West Java                | - Sundanese              |
| - ridiculous man and full of jokes | -funny                   |
| -very unique                       | -brown and yellow hair   |
| -Opera Van Java (OVJ),             | -Susis (SuamiSieunIstri) |

## APPENDIX 5

**THE NAME OF STUDENTS****Eksperimental group**

No	Names of students	Initial Names
1	AngginaPutri	AP
2	ApsilaRepsilaPutri	ARP
3	Dea Citra	DC
4	DiniAwaliyahHumairah	DAH



5	Dira Sri Anggriani	DSA
6	FarhanRamadhan	FR
7	FitriIndriani	FI
8	GentaSaksena	GS
9	HadidGhufranLbs	HGL
10	Imelda Aulia	IA
11	Indri Syahrini	IS
12	IntanPandini	IP
13	May PutriAliensyah	MPA
14	MhdAdmaj	MA
15	MhdDioRevansyah	MDR
16	MhdRestuHanafi	MRH
17	RahmadHidayatBanurea	RHB
18	RahmatSertiawan	RS
19	ReyhanAnawaraji	RA
20	RejaAzwaFarel	RAF
21	Salsabila	SA
22	SherlyNovita	SN
23	SholehaSalsabilaPutri	SSP
24	SridivaAuliaSyahputri	SAS
25	Sri FadilaIsmi	SFI
26	SyerinChelsia	SC
27	YessiRamadhan	YR
28	Yeti Mei	YM
29	YuliAndriani	YA

## APPENDIX 6

## THE NAME OF STUDENTS

Control Group		
No	Names of students	Initial Names
1	AisyhahAmini	AIA
2	AldinFiransyah	AF
3	Aldo	AL
4	Alif Akbar Lubis	AAL
5	AmiraWildaniaAyu	AWA
6	Anggi Lestari	FRAL
7	ArdiansyahAnugrah	ARA
8	AuliaAlfazila	AA
9	AuliaFani	AF
10	Dewi Lestari	DL
11	DindaWulandari	DW
12	Edo Pratama	EP
13	FiqihFiransyah	FF
14	Jeni Salsa Nuriati	JSN
15	JefriHanumTio	JHT
16	JianSalsabila	JS
17	JihanDivia	JD
18	M. TioPrayoga	MTP
19	MelatiPutri	MP
20	NecaPricilia	NP
21	PingkanDwiMistika	PDM
22	RaihanZoansyah	RZ
23	Ramadhanu	RA
24	ReyhanFajarPratama	RFP
25	Risky Fadli	RF
26	RistiAndika	RA
27	Sari DwiCantika	SDC
28	TasyahImelia	TH
29	TeguhHendrawadi	TI

## APPENDIX 9

## Documentation of Reserch









# APPENDIX 1

## INSTRUMENT OF PRE-TEST

Name : Jeff Hamuntio  
Class :

Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)



- famous comedian in Indonesia
- oval face
- EntisSutisna
- flat nose
- 15 November 1975
- slanting eyes
- Bandung, West Java
- Sundanese
- ridiculous man and full of jokes
- funny
- very unique
- brown and yellow hair
- Opera Van Java (OVJ),
- Sosis (SuamiSieunIstri)

# Sule #...

he is a real name is entis sutisna . but he a populer name called sule . he was born in cimahi on november 15 1975 . he is a comedy in indonesia .

Sule is a multitalented comedy, singer, and actor indonesia .

sule is very populer is comedy, he is a always perform in win API 1 (one).

karir sule beginning to know after win "Fite," that site look for trace comedy with team ogi suwarna and obin wah yudin enough years 2005. and outwin

C = 20

O = 15

V = 13

L = 11

M = 3

62

## APPENDIX 1

## INSTRUMENT OF PRE-TEST

Name  
Class

Meleti Putri

Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)



- famous comedian in Indonesia
- oval face
- Entis Sutisna
- flat nose
- 15 November 1975
- slanting eyes
- Bandung, West Java
- Sundanese
- ridiculous man and full of jokes
- funny
- very unique
- brown and yellow hair
- Opera Van Java (OVJ)
- Susi (Suami Sieun Istri)

Comedian Sule Prikitiw

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1975 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has an oval face, a flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His jokes make everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, Pas Mantab, and Saung Sule. He can also sing very well. He has a very famous song entitled Susi (Suami Sieun Istri).

C = 17

O = 13

V = 12

L = 14

M = 4

60

## APPENDIX 1

## INSTRUMENT OF PRE-TEST

Name : Neca Priscila  
Class :

Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)



- famous comedian in Indonesia
- oval face
- Entis Sutisna
- flat nose
- 15 November 1975
- slanting eyes
- Bandung, West Java
- Sundanese
- ridiculous man and full of jokes
- funny
- very unique
- brown and yellow hair
- Opera Van Java (OVJ),
- Susi (Suami Sieun Istri)

Descriptive teks is "Sule"

Sule is an Indonesian comedian, host-singer, an actor.

A person with real name Entis Sutisna, was born in Cimahi on November 15, 1975. Now he is 42 years old. Sule is famous for his ability to make spontaneous and creative jokes.

His career began after winning API 1 which was attended by Oni Suwarnan and Oni Wahyudin Ogi SOS in the SOS comedy group in 2006 and the superstar show with Jaka.

His debut was increased after his role in the Opera Van Java program on Trans 7 with the comedy playgroup Andre Taulany.

He also hosts one of the NET television show, mi TALKSHOW with Andre Taulany as co-host.

Sule is getting brighter and brighter. He became one of the most expensive comedians earning Rp1 billion every month.

Remember a few years ago, the father of four children was only as a seller of boiled corn around the village, friend chicken, and Kebab vendors.

C = 21  
D = 14  
V = 15  
L = 11  
M = 3



## APPENDIX 1

## INSTRUMENT OF PRE-TEST

Name : DIRA SRI ANGGRIANI

Class : VII SMP

Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)



- famous comedian in Indonesia
- oval face
- Entis Sutisna
- flat nose
- 15 November 1975
- slanting eyes
- Bandung, West Java
- Sundanese
- ridiculous man and full of jokes
- funny
- very unique
- brown and yellow hair
- Opera Van Java (OVJ)
- Susi (Suami Sieun Istri)

SULE

Sule is an Indonesia comedian, host, singer and actor, a person with real Name Entis Sutisna was born in Cimahi on November 15, 1976. Now he is 42 years old, Sule is famous for his ability to make spontaneous and creative jokes.

His career began after winning 1 which was attended by Oni Suwarno and Robin Wahyudin Ogi Sos in the Sos Comedy group in 2005 and the Superstar show with Jaya. His debut was increased after his role in the Opera Van Java program on Trans 7 with the Opera Van Java.

early players Andre Taulany, Pato Patrio, Nunung, Azis Gagap, and the program Avva's ada Sule on Global TV. His first child Rizky Febrian is now starting to actively follow in his footsteps of filming career. He also hosts one of the Net Telenis shows. In Talkshow with Andre Taulany as co-host. Sule is getting wealthier and richer. He became one of the expensive comedians earning 10 billion every month a few years ago.

The father of four children was only a seller of boiled corn around the village, friend children and kebaya traders.

C = 21  
O = 15  
V = 15  
L = 17  
M = 4

72

## APPENDIX 1

## INSTRUMENT OF PRE-TEST

Name : Sherin Chelsea  
Class : VII

Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)



- famous comedian in Indonesia
- oval face
- Entis Sutisna
- flat nose
- 15 November 1975
- slanting eyes
- Bandung, West Java
- Sundanese
- ridiculous man and full of jokes
- funny
- very unique
- brown and yellow hair
- Opera Van Java (OVJ)
- Susis (Suami Sieun Istri)

### Descriptive teks is "Sule"

Sule is an Indonesian comedian, host, singer and actor. a person with real name Entis Sutisna, was born in Cimahi on november 15, 1975. now he is 47 years old. Sule is famous for his ability to make spontaneous and creative jokes.

His career began after winning API 1 which was attended by Oni Suwarman and Ohin Wahudin Dai Sos in the sos comedy group in 2005 and the superstar show with Jaja.

His debut was increased after his role in the Opera Van Java program on Trans 7 with the early players Andre Taulany.

He also hosts one of the NET television show, In TalkSHOW with Andre Taulany as co-host.

Sule is getting brighter and brighter. He became one of the most expensive comedian earning Rp 1 billion every month.

Remember a few years ago, the father of four children was only as a seller of boiled corn around the village, friend chicken, and kebaya traders.

C = 21  
O = 15  
V = 15  
L = 17  
n = 4



## APPENDIX 1

## INSTRUMENT OF PRE-TEST

Name : SOLEHA Salsabila Balqis  
 Class : VII

Look at the picture and use the following data to make a good description in the form of descriptive text! (max: 300 word)



- famous comedian in Indonesia
- oval face
- Entis Sutisna
- flat nose
- 15 November 1975
- slanting eyes
- Bandung, West Java
- Sundanese
- ridiculous man and full of jokes
- funny
- very unique
- brown and yellow hair
- Opera Van Java (OVJ),
- Sosis (Suami Sieun Istri)

Sule

SULE IS COMEDIAN, PRESENTER, SINGER, AND ACTOR. REAL NAME ENTIS SUTISNA HE WAS BORN AT THE DATE OF NOVEMBER 15, 1975 HER AGE 42<sup>LD</sup>. SULE FOLLOW AUDITION API (AUDISI PELAWAK INDONESIA) AND UNEXPECTED HE CAME OUT FIRST PLACE. AND IN OTHER COMPETITIONS HE ALSO GOT 1<sup>ST</sup> PLACE.

IN THIS TALK SHOW HIS SALARY IS 40 MILION PER EPISODE, WHEN BEAS IN COMEDY NIGHT LIVE HIS SALARY OF 30 MILION PER EPISODE. AND IN OPERA VAN JAVA OF 50 MILION PER EPISODE TOTAL SALARY SULE PER DAY IS 120 MILION.

C : 19  
 O : 12  
 U : 12  
 L : 13  
 N : 4

~~77~~ 60



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ratna Sari Dewi  
NPM : 1502050104  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 156 SKS

IPK= 3,41

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill	
	Improving Students' Reading Skill by (PARS) Preview, Ask Question, Reading and Summarize Strategy through POWPO Media	
	Using (DRA) Directed, Reading, Activity Strategy by E-book Media to Improve Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 Maret 2019  
Hormat Pemohon,

Ratna Sari Dewi

Keterangan:

Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Ratna Sari Dewi  
NPM : 1502050104  
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill


Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

**Hj. Darmawati, S.Pd., M.Hum**

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 09 Mei 2019  
Hormat Pemohon,

  
Ratna Sari Dewi

Keterangan

Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas  
- Duplikat untuk Ketua / Sekretaris Jurusan  
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1277 /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Ratna Sari Dewi  
N P M : 1502050104  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill.

Pembimbing : Hj. Darmawati, S.Pd, M.Hum

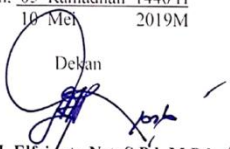
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 10 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 05 Ramadhan 1440 H  
10 Mei 2019M

Dekan

  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ratna Sari Dewi

N.P.M : 1502050104

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Think Talk Write (TTW) Strategy by  
Using Slide Picture on Students' Achievement in Writing Skill

sudah layak diseminarkan.

Medan, 21 Mei 2019

Dosen Pembimbing,

Hj. Darmawati, S.Pd, M.Hum





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.unsu.ac.id> E-mail : [fkip@unsu.ac.id](mailto:fkip@unsu.ac.id)

### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Nama Lengkap : Ratna Sari Dewi  
 NPM : 1502050104  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill

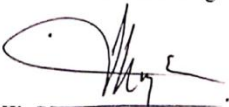
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
13 April 2019	chapter I	
	• Background of study	
	Identification of problem	
	formulation of problem	
20 April 2019	chapter II	
	• Theoretical framework	
	• Conceptual framework	
04 Mei 2019	chapter III	
	• Method of the Research	
	• Research Design	
11 Mei 2019	References	
	Lesson plan	
21 Mei 2019	Submit to Seminar	

Diketahui Oleh :  
 Ketua Program Studi

  
 Mandra Saragih, S.Pd, M.Hum.

Medan, 21 Mei 2019

Dosen Pembimbing

  
 Hj. Darmawati, S.Pd., M.Hum





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI


Dengan ini saya:

Nama Mahasiswa : Ratna Sari Dewi  
 NPM : 1502050104  
 Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill	Rec 22/3-19

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
 Dosen Pembimbing

  
 Hj. Darmawati, S.Pd, M.Pd

Medan, 20 Maret 2019  
 Hormat Pemohon,

  
 Ratna Sari Dewi



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### **SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Ratna Sari Dewi  
N.P.M : 1502050104  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill

Benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 24 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**



**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Ratna Sari Dewi  
N.P.M : 1502050104  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Think Talk Write (TTW) Strategy by  
Using Slide Picture on Students' Achievement in Writing Skill

Pada hari Jum'at tanggal 24 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

**Erlindawaty, S.Pd, M.Pd**

Dosen Pembimbing

**Hj. Darmawati, S.Pd, M.Pd**

Diketahui oleh  
Ketua Program studi

**Mandra Saragih S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
 Website: <http://fkp.umsu.ac.id> E-mail: [fkp@umsu.ac.id](mailto:fkp@umsu.ac.id)

*Engkau Cerdas di Tempatmu*

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 545/II.3/UMSU-02/F/2019  
 Lamp : ---  
 Hal : Mohon Izin Riset

Medan, 04 Muharram 1441 H  
 04 September 2019 M

Kepada Yth. Bapak/Ibu Kepala  
 Yayasan Pendidikan Prima Mandiri  
 ( SMP Islam Terpadu )  
 di-  
 Tempat

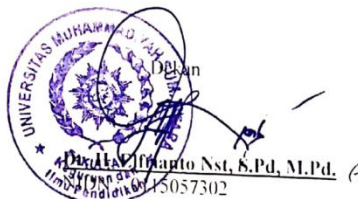
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan. maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Ratna Sari Dewi  
 N P M : 1502050104  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

  
 Dikirim oleh  
 Abdul Waharto Nst, S.Pd, M.Pd. (A)  
 Nid. 15057302

\*\* Pertiinggal \*\*



# YAYASAN PENDIDIKAN PRIMA MANDIRI

SEKOLAH MENENGAH PERTAMA ISLAM TERPADU  
(SMP IT)

Alamat : Jl. Rukun No. 38 Dusun. X Desa Kolam Kec. Percut Sei Tuan  
Email : [yp.primamandiri@yahoo.co.id](mailto:yp.primamandiri@yahoo.co.id) ; Phone : 0813 7560 3917

## SURAT BALASAN

Nomor : 05/SMP-PM/IX/2019

Desa Kolam, 27 September 2019

Lamp. : -

Hal : BALASAN

Kepada Yth :

Ketua Jurusan S1 Pendidikan Bahasa Inggris

Di tempat

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : Kurniawan, S.Pd

Jabatan : Kepala Sekolah

Menerangkan bahwa,

Nama : Ratna Sari Dewi

NPM : 1502050104

Jurusan : Pendidikan Bahasa Inggris

Telah kami setuju untuk melaksanakan penelitian di sekolah kami sebagai syarat penyusunan skripsi dengan judul The Effect of Applying Think Talk Write (TTW) Strategy by Using Slide Picture on Students' Achievement in Writing Skill

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terimakasih.

Desa Kolam, 27 September 2019

Kepala SMP IT Prima Mandiri





## **CURRICULUM VITAE**

Name : RATNA SARI DEWI  
Place/Date of Birth : BATANG KUIS, 28<sup>th</sup> Mei 1997  
Register Number : 1502050104  
Sex : Female  
Religion : Islam  
Marital Status : Single  
Hobby : Travelling  
Father's Name : Wardi  
Mother's Name : Sumartik  
Address : Dusun II Pasar V Desa Sidodadi Kec. Batang Kuis

### **EDUCATION**

- Elementary School at SD Negeri 101871 finish 2009
- Junior High School at SMP Negeri 1 Batang Kuis finish 2012
- Senior High School at SMK Tunas Karya Batang Kuis finish 2015
- Students from University of Muhammadiyah Sumatera Utara Until Sarjana Degree of English Department 2019

Medan, September 2019

  
**Ratna Sari Dewi**  
**1502050104**