

IMPROVING STUDENTS' READING COMPREHENSION IMPROVING THE STUDENTS' WRITING RECOUNT TEXT ABILITY BY USING THINK TALK WRITE AND SELF- REGULATED STRATEGY DEVELOPMENT

Tasvil Kristin Yavernidar Zebua¹, Kammer Tuahman Sipayung², Erika Sinambela³
University of HKBP Nommensen, Indonesia
tasvil.kristin@gmail.com

Abstract

Based on research conducted at SMA Negeri 2 Alasa, researchers found that there were several problems in learning to write English faced by students at SMA Negeri 2 Alasa. Students often have difficulty composing a paragraph by writing down their own ideas. Therefore, researchers conducted research entitled "Improving the students' writing recount text ability by using Think Talk Write and Self-Regulated Strategy Development at the eleventh grade of SMA Negeri 2 Alasa North Nias". This research aims to observe the improvement of students' writing skills using Think Talk Write and Self-Regulated Strategy Development, whether there was an improvement in learning outcomes and what strategies were more effectively used between the two strategies. In this research, researcher used classroom action research which is applies treatments to improve learning outcomes that are better than before. From this research, the average pre-test score for class XI-IPS was 52.14% and class XI-IPA was 42.86%. After being given Think Talk Write strategy treatment in class XI-IPS, the average post-test score was 72.35% and in class XI-IPA using Self-Regulated Strategy Development with an average score of 73.57%. From these score, it can be seen that there has been a significant improvement in students' writing abilities, namely 20.21% in class XI-IPS and class XI-IPA 30.71%. Thus, it is concluded that using Think Talk Write and Self-Regulated Strategy Development can improve students' ability in writing recount texts and in this research Self-Regulated Strategy Development is more effective than Think Talk Write strategy.

Keywords : *Improving; Writing; Recount; Strategy; Effective*

INTRODUCTION

Writing is the process of conveying ideas or thoughts in words, should be done whenever possible. It is implied that writing is the indirect expression of thought in written form (Tampubolon & Pasaribu, Arsen Nahum;Lubis, 2022). It means that the challenges in writing depending on the students' first language and the English language to be studied, because students frequently write in their own language. It is probable that they will struggle to write in English. Furthermore, if students understand proper sentence structure and the use of appropriate words and sentences, they will be able to send a letter to anyone, making it easier for them to express or share their ideas in the real world or on social media. Furthermore, at their classrooms, writing abilities will assist children convey their thoughts when answering essays and completing their assignment. Thus, the ability to write in any form will provide many advantages in students' lives for achieving success in their academics at school, and writing also plays a significant role in students' real-life.

Nunan in Putri asserts that writing is both a physical and a mental action (Putri, 2020). Writing can be defined as the physical process of putting words or thoughts on a surface, such as paper, a whiteboard. However, there are numerous issues that make writing one of the most difficult talents for Senior High School students in their second year. Most students believe that writing is difficult, particularly when writing in a foreign language. Writing a foreign language is the capacity to apply its structure, lexical elements, and customary representations in everyday fact writing (Vera et al., 2019). This means writing is a more difficult talent to develop than other skills in learning English. Furthermore, students require more practice in order to hone their capacity to master the skill.

The English curriculum, particularly at SMA Negeri 2 Alasa North Nias, explicitly states that one of the goals of the English subject is to increase skills in listening, speaking, reading, and writing. Students at SMA Negeri 2 Alasa North Nias are proficient in writing essays in Indonesian but not in English. They are still having problems arranging words in texts and selecting words. To teach writing skills, the teacher employs the guided writing technique. The teacher is more active, while the students are more passive. As a result, the students are unable to refine ideas. Teachers must also provide comments on content and structure to students in order to improve their writing and evaluate them by identifying where they write effectively and where they make mistakes (Sinambela et al., 2023).

Based on the issues above, the researcher implemented the alternative strategies to solve the problem. The researcher chooses Think Talk Write and Self-Regulated Strategy Development as strategies applied to teaching writing in order to help students improve their English writing ability and may express their ideas and thoughts on their writing.

According to Hughes et al.(2019), Self-Regulated Strategy Development promotes students to employ self-regulation skills by establishing goals, planning, monitoring, revising, and assessing their writing in order to become independent researchers (Hughes et al., 2019). Writing teaching approaches, such as Self-Regulated Strategy Development, often incorporate a number of strategies. Self-Regulated Strategy Development includes instructional strategy such as mnemonics and paper-based visual organizers, which give students tools for planning their writing. These strategy help students develop the higher-level writing abilities they need to iteratively organize thoughts. Self-Regulated Strategy Development includes writing task strategy instruction while encouraging self-regulation during collaborative practice (Graham, 2018).

According to Huda in Lisnawati, Think Talk Write is a way for facilitating the activity verbally and writing the language fluently (Lisnawati et al., 2019). In this research, Think Talk Write is applied in teaching and learning historical recount text. Students are encouraged to take notes, explain, listen, and share ideas with the group, as well as express them in writing. This learning approach is believed to improve problem-solving abilities. Based on Shakir et al., Think Talk Write is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another member in a group (Shakir et al., 2020).

According to Gerot and Wignel in Sipayung, there are fourteen genres of writing. Narrative, descriptive, recount, explanatory, recounts, spoofs, arguments, reports, news items, anecdotes, process, hortatory, discussion, and reviews are some examples (Sipayung et al., 2021). In this paper, the researcher will discuss about recount text. According to Husna, recount text is a text that retells an event that has already occurred (Husna, 2019). It signifies that recount is a text about anything that happened in our lives or is used to tell about a past event such as a vacation, an accident, an activity, or history. Murdoch in Hasanah explained that recount text tell past activities or stories through personal experiences and involve sequences of events (Hasanah, 2022). Furthermore, the focus of recount text is to retell specific events that occurred afterwards.

In this research, the researcher intends to conduct research and conduct a deeper analysis of "Improving The Students' Writing Recount Text Ability by Using Think Talk Write and Self-Regulated Strategy Development at the eleventh grade of SMA Negeri 2 Alasa North Nias" to learn about students' reactions to the usage of the Self-Regulated Strategy Development and Think Talk Write in writing class.

Based on the background of the research above, the research problems are formulated as the following:

- 1) Do Think Talk Write and Self-Regulated Strategy Development improve students' writing on recount text at the Tenth grade of SMA Negeri 2 Alasa North Nias?
- 2) Is students' writing on recount text ability higher taught by using Think Talk Write than taught by using Self-Regulated Strategy Development?

METHODS

In this research, the researcher used Classroom Action Research. Classroom action research is considered to be beneficial in motivating teachers to conduct simple research in order to solve classroom learning challenges (Manik, S; Manurung, 2023). The researcher conducts classroom action research to solve practical problems in the teaching and learning process, especially in writing classes. The researcher used Self-Regulated Strategy Development and Think Talk Write to improve student's writing skills and each strategy for two different classes namely XI-IPA and XI-IPS SMA Negeri 2 Alasa. Research using this method was carried out starting with pre-test, three meetings in cycle 1 and in cycle 2 consisting of three meetings using both treatments. This research was divided into four steps: planning, action, observation, and reflection (Martini & Nainggolan, 2019). At the planning stage, the researcher prepares lesson plans related to lesson topics, resources, schedules and observation tools. For the second step, action, it was realization of action. The researcher implemented appropriate strategy based on the lesson plan at this stage. In the third step is observation. The observation step collects all the data for analysis. The last step, reflection, the researcher reflect the results of the previous step. The conclusion included an evaluation of the process of teaching and learning in the classroom.

The eleventh-grade students of SMA Negeri 2 Alasa are the subjects of this research. As the subject of this research, 31 students were included, 17 students from class XI-IPS and 14 students from class XI-IPA. This class was chosen as the research subject for the following reasons: first, as previously indicated, the students struggle with English writing. Second, this school requires to repair and increase the quality of students.

Based on the research problems above, the researcher analyzes the learner's score of essay writing test to find out whether students' abilities can be improved after using the 'Think Talk Write and Self-Regulated Strategy Development with the following stages:

1. The researcher conducted a pre-test on the two classes to be studied, namely class XI IPA and XI IPS.
2. After the pre-test, the treatment by using Think Talk Write strategy will be carried out in class XI IPS while Self-Regulated Strategy Development will be applied to class XI IPA.
3. Then a post-test is carried out in the two classes studied.
4. Researcher takes the average score on the pre-test and post-test by using statistical techniques.
5. When scoring the test, the student's score is calculated according to the following formula:

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

Notes:

$\bar{X}$: Mean

$\sum X$: The total number of the students' score

N : Number of the students'

6. To know the results, the researcher will compare between pre-tests and post-test. Results will be matched with Minimum Mastery Criteria (MMC) at this school is at least 65.
7. If from cycle 1, are there any students not successful, the researcher proceeds to cycle II and so on. The formula to determine the percentage of students passing the Minimum Mastery Criteria (MMC) in each cycle are as follows:

$$P = \frac{F}{N} \times 100\%$$

P : Class percentage

F : Frequency

N : Number of student

8. To find out whether there was progress in students' writing, the researcher analyzed whether they were able to pass the KKM score of 65 after receiving treatment or not in each cycle.
9. In order to find out which strategy is better at improving students' writing skills, the researcher compared the highest scores of the two classes that had achieved the Minimum Mastery Criteria.

RESULTS

After getting the data, the researcher calculated the data to measure the improvement in students' abilities at the eleventh grade of SMA Negeri 2 Alasa as in the table below:

Table 1. Mean Score of Pre-Test and Post-Test

No	Class	Treatment	Pre-test	Post-test 1	Post-test 2	Improvement
1	XI-IPS	Think Talk Write Strategy	52,14	61,18	72,35	20,21
		Self-Regulated				
2	XI-IPA	Strategy Development	42,86	59,29	73,57	30,71

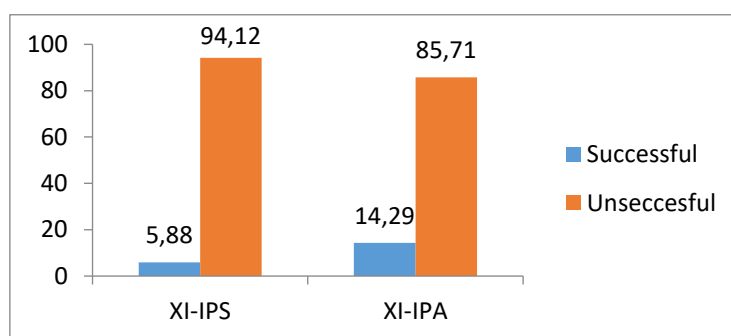


Figure 1. The Percentage of Student's Score in Pre-test

Based on the figure above, the percentage of students achieving the target score (KKM) are 5,88% for students of class XI-IPS and 14,29% at XI-IPA in writing test. Meanwhile, the percentage of students not reaching the target are 94,12% for students at XI-IPS and 85,71% for XI-IPA students. It can be said that most of the eleventh grade students of SMA Negeri 2 Alasa have difficulty writing. Therefore, finding a solution to solve this problem is necessary. For this reason, classroom action research is conducted to improve students' writing skills. The classroom action research was carried out in two cycles. Each cycle follows action research processes such as planning, action, observation, and reflection.

Table 2. The result of students' writing in Pre-test and Post-test 1 for class XI-IPS

No	Name	Pre-test	Post-test I
1	AH	70	80
2	AMH	50	60
3	DH	30	70
4	DAH	20	40
5	IDH	40	70
6	JH	20	50
7	MSZ	50	60
8	MZ	40	70
9	MKH	50	70
10	NH	10	40
11	RW	50	60
12	SG	30	40
13	WH	50	70
14	WDJH	50	70
15	YL	60	50
16	YH	70	70
17	ZH	40	70
	Average	52,14	61,18

Table 3. The result of students' writing in Pre-test and Post-test 1 for class XI-IPA

No	Name	Pre-test	Post-test I
1	AH	60	50
2	DSG	40	70
3	FH	40	60
4	HW	60	50
5	IRH	40	60
6	IH	20	40
7	LH	70	80
8	MZ	50	70
9	PMZ	40	70
10	PJL	40	50
11	RSZ	30	50
12	SG	70	70
13	YRH	20	60
14	YH	20	50
	Average	42,86	59,29

To calculate the students' mean score in post-test 1, the researcher used the formula below:

$$\begin{aligned}
 x &= \frac{\sum X}{N} \\
 &= \frac{1040}{17} \\
 &= 61,18 \text{ (class XI-IPS)}
 \end{aligned}$$

and

$$\begin{aligned}
 x &= \frac{\sum X}{N} \\
 &= \frac{830}{14} \\
 &= 59,29 \text{ (class XI-IPA)}
 \end{aligned}$$

From the calculation above, it showed that the students' mean score of post-test 1 for XI-IPS was 61,18 and pre-test 52,14. The mean score of post-test 1 for XI-IPA was 59,29 while the students' mean score of pre-test was 42,86. It means that there was some improvement from pre-test to post-test 1.

Then, to analyze the percentage of students who passed the Minimum Mastery Criteria, here the formula below:

$$\begin{aligned}
 P &= \frac{E}{N} \times 100\% \\
 &= \frac{9}{17} \times 100\% \\
 &= 52,94\% \text{ (class XI-IPS)}
 \end{aligned}$$

And

$$\begin{aligned}
 P &= \frac{E}{N} \times 100\% \\
 &= \frac{5}{14} \times 100\% \\
 &= 35,71\% \text{ (class XI-IPA)}
 \end{aligned}$$

According to the calculation above, at the class XI-IPS there are 9 students who passed the KKM while others do not and XI-IPA students. It means that the cycle I in this classroom action research is still needed to be continuing. The class percentage of students could be seen in figure below:

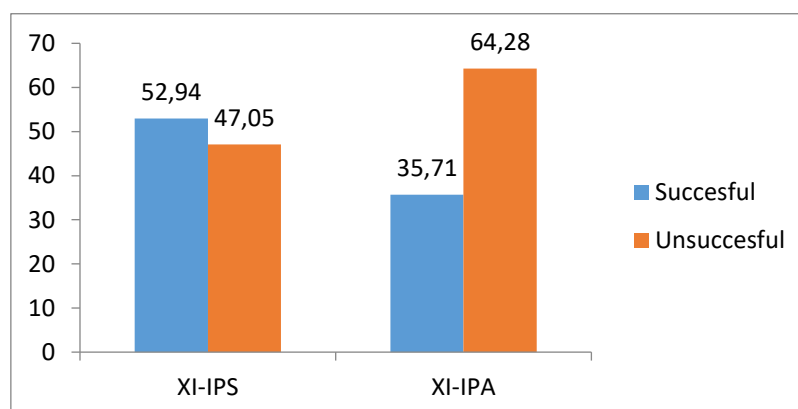


Figure 2. The Percentage of Student's Score in Post-test 1

Based on the chart above, the percentage of students in the class meeting the passing standard is 52,94% for XI-IPS and 35,71% for XI-IPA. Meanwhile, the number of students with scores below the passing criteria is 47,05% for XI-IPS and 64,28% for XI-IPA. This proves that there is an improvement in students between the pre-test and post-test 1 at a rate of 52,94% and 35,71%, which means that the students met the success criteria and this means that there is progress in writing. However, according to the percentage of classroom action research results, it was still not successful because the percentage did not meet the success criteria. At least 65% of students can meet the passing standard (KKM).

Table 4. The result of students' writing in Post-test 1 and Post-test 2 for class XI-IPS

No	Name	Post-test I	Post-test II	The improvement	Explanation
1	AH	80	90	10	Improved
2	AMH	60	70	10	Improved
3	DH	70	80	10	Improved
4	DAH	40	50	10	Improved
5	IDH	70	80	10	Improved
6	JH	50	60	10	Improved
7	MSZ	60	80	20	Improved
8	MZ	70	80	10	Improved
9	MKH	70	70	0	Constant
10	NH	40	70	30	Improved
11	RW	60	70	10	Improved
12	SG	40	50	10	Improved
13	WH	70	90	20	Improved
14	WDJH	70	80	10	Improved
15	YL	50	70	20	Improved
16	YH	70	70	0	Constant
17	ZH	70	70	0	Constant
	Total	1040	1230		
	Average	61,18	72,35		
	High score	80	90		
	Low score	40	50		

Table 5. The result of students' writing in Post-test 1 and Post-test 2 for class XI-IPA

N o	Name	Post-test I	Post-test II	The improvement	Explanatio n
1	AH	50	80	30	Improved
2	DSG	70	80	10	Improved
3	FH	60	70	10	Improved
4	HW	50	70	20	Improved
5	IRH	60	70	10	Improved
6	IH	40	50	10	Improved
7	LH	80	90	10	Improved
8	MZ	70	80	10	Improved
9	PMZ	70	70	0	Constant
10	PJL	50	70	20	Improved
11	RSZ	50	70	20	Improved
12	SG	70	90	20	Improved
13	YRH	60	70	10	Improved
14	YH	50	70	20	Improved
	Total	830	1030		
	Average	59,29	73,57		
	High Score	80	90		
	Low Score	40	50		

To calculate the students' mean score in post-test 2, the researcher used the formula below:

$$\begin{aligned}
 \bar{x} &= \frac{\sum X}{N} \\
 &= \frac{1250}{17} \\
 &= 73,57 \text{ (class XI-IPS)}
 \end{aligned}$$

and

$$\begin{aligned}
 \bar{x} &= \frac{\sum X}{N} \\
 &= \frac{1030}{14} \\
 &= 73,57 \text{ (class XI-IPA)}
 \end{aligned}$$

From the calculation above, it showed that the students' mean score of post-test 1 was 61,18 and post-test 2 was 72,35 for XI-IPS. The mean score of post-test 1 for XI-IPA was 59,29 while the students' mean score of post-test 2 was 73,57. It means that there was some improvement from post-test 1 to post-test 2.

Then, to analyze the percentage of students who passed the Minimum Mastery Criteria, here the formula below:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{14}{17} \times 100\%$$

$$= 82,35\% \text{ (class XI-IPS)}$$

And

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{13}{14} \times 100\%$$

$$= 92,85\% \text{ (class XI-IPA)}$$

From the above calculation, it can be seen that the rate of students passing the KKM is 82,35% at class XI-IPS and 92,85% for XI-IPA. It indicated that in class XI-IPS 14 students passed the KKM and only 3 students did not pass. While in class XI-IPA, there are 13 students passed KKM and only 1 student who do not. Below are the percentages of students' writing scores in post-test 2 who passed and failed the KKM below:

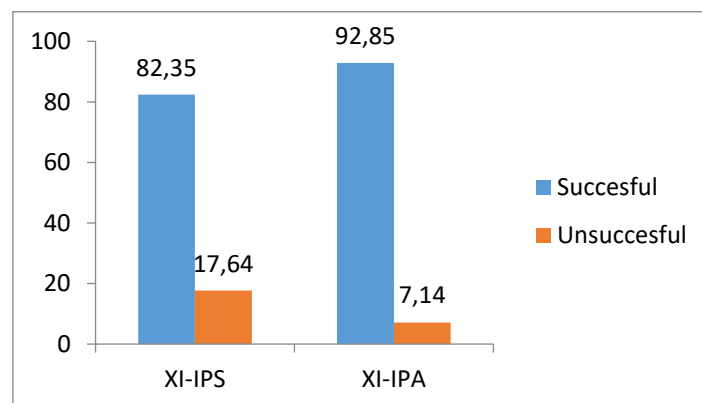


Figure 3. The Percentage of Student's Score in Post-test 2

From the picture above, it can be seen that the percentage of students passing the test in post-test 2 is 82,35% at XI-IPS and 92,85% at XI-IPA. It shows an improvement in the number of students between the pre-test and post-test 2 with a ratio of 82,35% or 14 students meeting the success criteria (KKM) in XI-IPS and 92,85% or 13 students in XI-IPA. It could be said that no cycles were carried out in this research because more than 65% of the students could reach the success criteria (KKM).

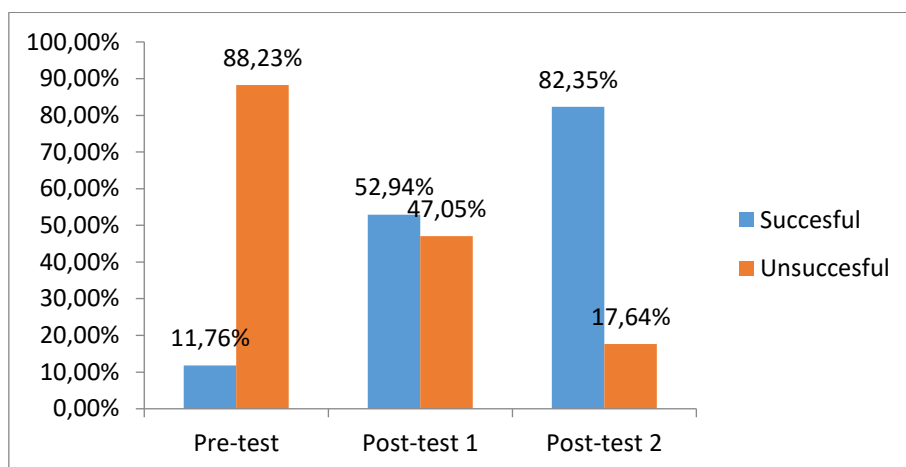


Figure 4. The comparison score of percentage in Pre-test, Post-test 1, and Post-test 2 of class XI-IPS

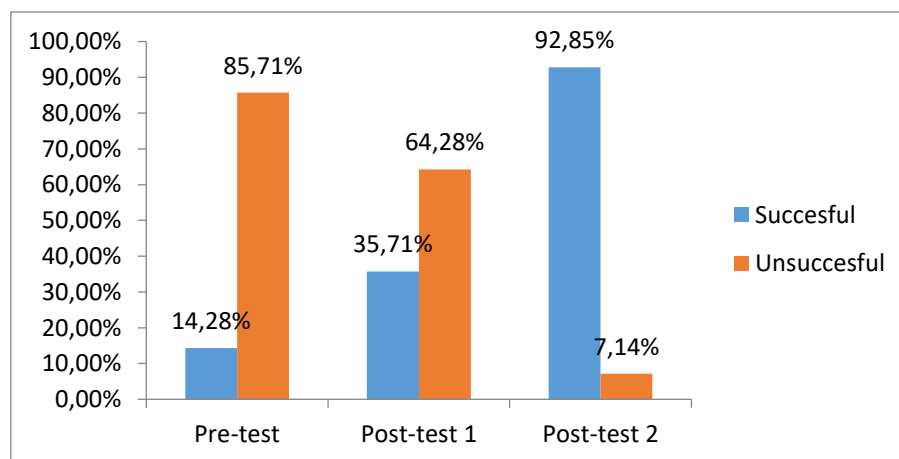


Figure 5. The comparison score of percentage in Pre-test, Post-test 1, and Post-test 2 of class XI-IPA

Based on the chart above, when compared between XI-IPS and XI-IPA, the student assessment results show an increase in each meeting. Moreover, in post-test section 2, class XI-IPA with the implementation of Think Talk Write had a higher increase in score, namely 92.85% compared to class XI-IPS which implemented the Self-Regulated Strategy Development strategy. It can be said that students made significant progress between the pre-test and post-test 2, which means both strategy namely Think Talk Write and Self-Regulated Strategy Development can improve students' writing skills.

DISCUSSION

The discussion provided further arguments and explanations of research findings related to student pre-tests and post-tests. In this part, the discussion focuses on improving teaching writing using Think Talk Write and Self-Regulated Strategy Development on the eleventh grade students of SMA Negeri 2 Alasa particularly at XI-IPS and XI-IPA.

Based on the range and classification of students' scores, the researcher found it to be effective in improving students' writing ability. The pre-test results showed that 2 of 17 students in class XI-IPS passed the KKM with the mean score was 11,76% and class XI-IPA only got 14.29%. This means that the writing ability of all students was low. After treatment with Think Talk Write and Self-Regulated Strategy Development, the results of post-test 1 improved. This shows that in XI-IPS, students' scores improved by the mean 52,94%, while in XI-IPA was 35,71%. However, the results were not satisfy because students who did not pass the KKM still unsuccessful. Therefore, the researcher continued cycle 2 and used the advantages and disadvantages of cycle 1 as reference to improve learning in the classroom. In the cycle 2 students' scores were better than before.

The average score of XI-IPS students reached 82,35% while XI-IPA class reached 92,86%. From these scores, the students' reading comprehension skills increased compared to the previous post-test and their scores all exceeded the KKM. This means that by using Think Talk Write and Self-Regulated Strategy Development, students' abilities could be improved, especially in developing ideas and detailed information in recount text.

Implementing Think Talk Write and Self-Regulated Strategy Development could improve students' writing ability because learning by the strategy made the students easy to

understand how to compose a recount text based on the generic structure through fun reading activities. Also, these strategy made students understand to absorb detailed information from the text and helps them analyze recount text through its structure of orientation, events and reorientation. Improvement can also be seen in students' performance when they receive treatment and show interest and enjoyment in participating in activities. This result is consistent with some expert theories. This research related to Cahyani on the research "*Teaching Persuasive Texts Through Think Talk Write (TTW) Strategy: An Instructional Analysis*" (Cahyani, 2020) told that it indicated that there were an improvement on learning how to write persuasive writing by TTW with the help of video. It also supported by Chen (Chen et al., 2021) in "*Impacts of Self-Regulated Strategy Development-Based Revision Instruction on English as a Foreign Language Students' Self-Efficacy for Text Revision: A Mixed-Methods Study*". The results suggest that students may have recorded evidence of tighter correction between their revised skill assessments and their actual performance after self-regulated strategy development instruction. Also in Istiara (Istiara, 2019) on the use of Think Talk Write to examine its influence on learning English essay writing ability of the English Education Program students at STKIP Bandar Lampung in journal title "*The Effectiveness of Think Talk Write Model in English Essay Writing*", It shows the difference in English essay writing ability of students before and after using the Think Talk Write learning model.

Similarities between previous research and this study relate to the use of Think Talk Write and Self-Regulated Strategy Development, although differences relate to the methodology and research design as well as the type of skills used. The first previous research used classroom action research conducted over three cycles and focused on improvement of students' writing ability. The second research used a quasi-experimental method, and the third research used The technique of data analysis was independent of the t-test. However, this research focuses on using Think Talk Write and Self-Regulated Strategy Development to improve students' writing in teaching recount text.

Based on the research results, Think Talk Write and Self-Regulated Strategy Development were effective in improving students' ability to write recount texts and are proposed to be applied to the teaching process.

CONCLUSIONS

The final results show that the implementation of writing skills through Self-Regulated Strategy Development and Think Talk Write strategy can improve recount writing ability of the eleventh grade students at SMA Negeri 2 Alasa North Nias.

In the pre-test of class XI-IPS, the average score was 52,14% with 1 student, or 14,28% of the class passed the KKM 65. In post-test 1, the average score was 11,76% and there are 11 students or 52,94% of the class, passed the KKM. Then in post-test 2, the average score was 72,35% with 14 students or 82,35% of students having achieved the target score. While the result of pre-test for class XI-IPA was 42,86% with 2 students, or 14,28% of the class passed the KKM 65. In post-test 1, the average score was 59,29% and there are 5 students or 35,71% of the class, passed the KKM. Then in post-test 2, the average score was 73,57% with 13 students or 92,85% of students having achieved the KKM. Due to the improvement and achievement of student scores on the Minimum Completion Criteria, the research stopped in the second cycle.

Furthermore, the results of interviews, observations, and field notes show that students' activities change gradually from day to day. Students become more interested and excited in writing down ideas about recount paragraphs by using Self-Regulated Strategy Development and Think Talk Write strategy.

It showed how Self-Regulated Strategy Development and Think Talk Write strategy help students achieve better results in writing, including developing idea by collaboration between students in grup discussion and also teacher.

Therefore, the data showed that Self-Regulated Strategy Development and Think Talk Write strategy are effective in improving the students' writing ability of the eleventh grade students at SMA Negeri 2 Alasa North Nias. Based on the data analysis and findings when compared between the two strategies, Think Talk Write has higher significance in improving students' writing skills at SMA Negeri 2 Alasa North Nias than by using Self-Regulated Strategy Development.

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