CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

    PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
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6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

Daftar Isi

THE EFFECTIVENESS OF TTW STRATEGY USING VIDEO IN TEACHING WRITING ON PROCEDURE TEXT FOR SENIOR HIGH SCHOOL

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Abstrak: Artikel ini membahas tentang keefektifan strategi TTW menggunakan Video pada pengajaran mengarang teks prosedur. Penelitian Semu sebagai bagian dari penelitian kuantitatif digunakan dalam penelitian ini. Data diperoleh dari *pre-test* dan *post-test*. Objek penelitian menggunakan 2 kelas yang masing masing kelas terdiri dari 40 siswa. Dimana kelas X TKJ menjadi kelas eksperimen yang menggunakan strategi TTW menggunakan Video dan kelas X TSM menjadi kelas kontrol yang menggunakan teknik proses. Berdasarkan hasil penelitian, penggunaan strategi TTW menggunakan Video lebih efektif dalam pengajaran mengarang teks prosedur.

Kata Kunci: *Keefektifan, TTW, Video, Teks Prosedur*

Abstract: This article was discussed on the effectiveness of TTW strategy using video in teaching writing procedure text. A quasi experimental design as a part of quantitative research was employed in this study. The data were obtained through the pre-test and post-test. The sample was 2 classes that each class consists of 40 students. Class X TKJ was an experimental group in which TTW strategy using video was applied and X TSM class was a control group which used process technique. In conclusion, it was shown that the use of TTW strategy using video was more effective in the teaching writing on procedure text.

Key Words: *Effectiveness, TTW, Video, Procedure Text*

INTRODUCTION

In modern era, mastering English is very important because people all over the world use this language as a means of communication and it can connect various countries. In addition to communication, there is an important role in education because most of text books use English. In Indonesia, English becomes foreign language that should be learned and mastered by students; it means this language becomes the main priority in teaching than the other foreign languages. Teaching English in Senior High School is aimed at preparing the students to be able to

communicate in English. Therefore, the students must learn four basic skills, namely listening, speaking, reading, and writing. According to Orr (1999: 72). by writing, student learn how to compile between information, ideas, thoughts, and feelings become a unit of product that is available for everyone. Teachers need a new strategy in teaching writing. Student need an appropriate method to increase their writing skill.

Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy is based on the interpretation that learning is a social action. Think-Talk-Write Strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before write them.

Think-Talk-write Strategy was introduced by Huinker and Laughlin. According to Huinker and Laughlin in Zulkarnaini (2011), "The think-talk-write strategy builds 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". Think Talk Write is one of modern strategies in study writing. This strategy has three steps. The first is Think, this steps proposes the students think about a lesson that they are studying. For example students have to think the purpose of the text when they study. The second is Talk, it purpose for the students to talk about the lesson whit their friends in English. For example they try to discuss the functions of procedure text. The third is Write, it purpose the students to write what they discuss with their friend. Then they try to create a new text in the end of learning.

The researcher finds out that the students interest in English lesson, especially writing. They think that writing lesson is bored. By using Video in teaching writing makes the students increase their ability in English writing with different technical.

WRITING

Writing is a communicative act; it is a way of sharing information, thoughts, experience, or ideas, between ourselves and others. It means that we need to say to others about things related to ourselves, such as our lives and our experiences. The activity, therefore, should focus on the purpose and meaning which are believed to be able to promote the development of the skill of language use in the process of writing. Through such focus or the so called the process approach, the beginner writers (students) are encouraged to get their ideas on paper in any shape or form without worrying too much about spelling and grammar errors. This

approach also encourages a collaborative group work among students as way of enhancing motivation and developing positive attitudes writing (Nunan, 1991; Brown, 2001)

Writing is a process of transferring idea. By writing, the students can gather and revise their ideas: they can express their responses. Writing is sharing an idea on story (fiction or non-fiction) through paper. The students completely create and check ideas after writing.

Purpose of Writing

Delivering meaning in writing is the relationship between the writers and the readers to understand what the meaning of text is. The three purposes of writing: 1). To explain, it means that writers inform and educate for readers about what his or her writing. 2). To entertain, it means that writers amuse reader through a story he or she writers. 3). To persuade, it means that writers try to convince readers through his or her writing. Writers try to change reader's mind, from cloze mind to open mind.

Definition of Procedure Text

Mark Anderson (1998:28) said, a procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

This might include instruction for how to carry out a task or play a game, directions for getting to a place and rules of behavior. Moreover, Anderson (1998 : 28) argued that, "text are pieces of spoken or written language created for a particular purpose. It means when we write or spoke we create text. When we listen, reads or view text, we interpret them for meaning."

Generic Structure of Procedure Text :

The purpose is giving instruction how to do something step by step. The structure of the text in the first part of the linguistic structure Procedure Text contains information about the purpose of the manufacture or operator of something. Second part consist from What tools, ingredient needs to make something . Steps, consist from steps by step to purpose from the goal clearly. The Language features are; a). Imperative, example: cut, don't, and mix. Etc. b). Action verbs, example; turn, don't pun, etc. c). Connectives (in order the activity, example: then, while, next, etc. d). Adverbial, Example : for five minute, 2 centimeters, etc

THINK-TALK-WRITE STRATEGY

"Think-Talk-Write (TTW)" strategy is a cooperative learning mode to make teaching and learning process easier. It introduced by Huinker and Laughlin. Based on Zulkarnaeni (2011 : 149) *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 members in a group. Huinker and Laughin (2015: 82) state that the Think – Talk- Write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think-Talk-Write is the teaching strategy to develop, organize, and create ideas by thinking, talking, and writing.

Steps of Think-Talk-Write

Think-Talk-Write is an innovative strategy that should be applied in teaching and learning process. Based on Gazden in Huinker and Laughin (2015: 82):

The Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. When assigned a writing task, students are often expected to begin writing immediately. The talk phase of the Think-Talk-Write strategy allows for exploratory talk "the process of learning without the answer fully intact". The flow of communication progresses from students engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. This strategy seems to be particularly effective when students working in heterogeneous groups of two to six students, are asked to explain, summarize, or reflect.

Based on Yamin and Ansari (2008:84) these are the steps of Think-Talk- Write (TTW) are: a). Students read a text and make notes about what they have read (Think), then discuss with their group. b). The students do interaction and collaboration with their group to discuss the notes (Talk). In this activity, the students using their own words to explain ideas in their group. c). The students express the result of discussion in form written text (Write). Writing can help the students realize one of learning purpose and measure students understanding the material have learned. d). The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.

Advantages of Think-Talk-Write (TTW) Strategy

This strategy gives the students opportunity to interact and collaborate to talk about their investigation or little notes with their group members. The students directly involved in learning so that they are motivated to learn. This method centered on students, giving the students and the teacher opportunity role as a mediator of learning environment. The teacher becomes monitoring and assessing student's participation especially in discussion.

Disadvantages of Think-Talk-Write Strategy

This strategy is less useful in a large class, for example part of time lost due to help the students find the solutions solving problems or finding theories related to student's worksheets. Not all members of the group are active in the learning model.

GRAMMAR TRANSLATION METHOD

Providing students accurate translation of an English word will help them understand quickly, and they can acquire the target language with ease. Avoidance of translation in learning process may hinder the comprehension of the foreign language. The lack of comprehension will not bring about achievement.

Austin J Damiani (2003) in his study "The Grammar Translation Method of Language Teaching" writes "as a teacher, I liked using the grammar translation method because I could assume the intelligence of my students; I could talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching. In another method, I would have had to use simple language and familiar phrases to communicate in the target language, and even then, I could not be sure that my students knew and understood what it was that they were saying."

The Advantages of the Grammar-Translation Method:

In Grammar-Translation Method, the first language is maintained as the reference system in the learning of the second language. Translation from one language to another plays a certain part in language learning. in the Grammar-Translation Method, comparison between two languages helps students to have a better understanding of the meaning of abstract words and complicated sentences. Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences. It has special importance for students in teachers' colleges for whom a good mastery of the grammar system of the target language.

Understanding and manipulating the morphology and syntax will develop students' ability of analyzing and solving problems. The focus on understanding literary texts provides the situation in which reading and writing abilities are well trained. The Grammar-Translation makes few demands on teachers although it often creates frustration for students.

Disadvantages of the Grammar-Translation Method

Overemphasis on translation can never emancipate the learners from dependence on the first language. The Grammar-Translation puts too much emphasis on reading

and writing and neglects listening and speaking. Knowing a large number of grammatical rules cannot ensure that students can use them appropriately in real communicative situation. In the Grammar-Translation Method, the texts are mostly taken form literary works. The language learned often doesn't meet the practical needs of the learners. Memorizing grammar rules and bilingual word lists does not motivate students to actively communicate in the target language.

DEFINITION OF VIDEO

Alaku in Arkele (2012) stated the teacher's effectiveness depends on the use of appropriate instructional strategies and audio visual aids. Appropriate instructional strategies give good teaching technique and successful learning. They assist students to enjoy and understand lessons easily especially when they are attached with appropriate methodology.

Video has a vital role in teaching and learning. Teachers got benefits from the video to motivate the students and increase their interest through the senses of sight and hearing.

A study about video media done by Akerele an Afolabi (2012) concludes that using video media in teaching increased learners' positive attitude toward the lesson. It also affected the students' performance positively.

RESEARCH DESIGN

This study applies the quantitative research for it concerns with certain numbers of variables and numerical data. The data used in this study are interval data in the form of students' scores of English writing test. Meanwhile, the research design is quasi-experimental research applying non-randomized pretest-posttest control group design (Ary, 1979). There are some reasons for taking this design, they are a) the research was conducted without changing the setting of the class, the observed classes were not changed in their characteristics and setting, b) the researcher only collaborates with the teacher for doing this study to create the natural condition of the class, to avoid the students feel being observed which can cause the extraneous variable, c) the two classes used in this research have been separated long before the researcher conducts the research by considering the sampling technique, and d) the research was executed using the time schedule of the teaching arranged by the school as before.

Cohen (2000) also emphasizes that when applying too much educational research where the random selection or random assignment of schools and classrooms is quite impracticable. It can be summed up that quasi-experimental research is a research design to select the sample non-randomly out of all the population students.

This study is due to find out the effectiveness of two teaching methods, TTW technique using video and Process technique in the teaching and learning process of writing.

Table of Non-Randomized Control Group Pretest-Posttest Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	**Y1**	**X1**	**Y2**
Control Group	**Y1**	**X2**	**Y2**

Adapted from Cohen, et. al (2000)

Description:

Y1 is an observation in Pretest (Test is given before treatment)

Y2 is an observation in Posttest (Test is given after treatment)

X1 is a treatment on TTW technique using video

X2 is a treatment on GTM

Variables involved in this study are independent variable, namely, teaching techniques and dependent variable, namely, students' English achievement in writing skill.

Variables

Arikunto (1997) defines variable as the characteristic of research object from which data can be observed and measured. There are seven kinds of variables. They are dependent, independent, intervene, moderator, confounding, control and concomitant variable. However, related to the hypothesis of this study, just two variables are observed. They are dependent and independent variables. The independent variables are conventional method and TTW technique using video while the dependent one is the students' achievements presented by their scores at the end of the treatment using TTW technique using video in experimental group and after posttest in control group as its assumption in control group and its practice in experiment group.

Procedures of the Research

The procedures of the research can be described as follows: a) deciding population and sample, b) preparing the research instrument, c) validating research instrument, d) doing pretest, e) teaching using TTW technique using video in experiment group and GTM, f) giving the test to get data of the student's achievement by administering the post test, g) scoring the students' answers, and h) making the suitable technique of analyzing the data and statistical operation to know if the different results of both groups are significant or not, and i) concluding remarks from the results of analysis. It will give information whether the hypothesis (Ho) is received or refused.

Population and Sample

Population is a group of elements that are alike in one or

more characteristics as defined by the researcher (Bartz, 1976). The most important thing is that the population is defined by the researcher for a particular purpose and all the elements satisfying the criteria are the members of population without considering the size but in practice most population become rather large.

The conclusion of the statement above that population is a large group which certain characteristics determined by the researcher from which the generalization is made or defined.

In this study, the population covers the students of the first year of SMK PGRI 1 Blitar. The reason are; a) they have enough how important English is. b) they have variety of learning writing but using one teaching learning method, and c) they did not prepare to face the National Standardized final exam.

The sampling technique used in this study is determining sample by giving the same chance to all categories in population as so called as probability sampling. Specially, simple non-random sampling is used because the taking of sample from the population is conducted non-randomly without any stratified consideration in the population.

The sample taken in this study is all of the population consisting of 2 classes, all class X consists of 40 students . Meanwhile to determine the control and experiment group, the researcher used a lottery, which result class X TSM as control group

taught using process technique and class X TKJ. as experiment group taught using Think Talk Write technique using video media.

Research Instruments

Instruments used to measure the variable during the research are divided into three parts. They are (1) Lesson plan of TTW technique using video and (2) English tests of writing.

Lesson Plan of TTW Technique Using Video

It consists of 3 indicators related to procedure text which the content is based on the 2013 curriculum for senior high school. The lesson plan developed is based on the Bloom's Taxonomy. The researcher herself develops the cognitive domain to make students able to identify the descriptive text shown by the teacher and know some sorts of the descriptive text shown by the teacher symbolized using C1 (cognitive 1, knowledge).

English Tests on Writing Procedure Text

In this instrument, it consists of pretest and posttest. The tests consist of the procedure text having been taught by the teacher. The students are led by the direction to discuss the video of the procedure text. And, the tests are given before and after the students treated using TTW technique using video in experiment group meanwhile the control group is only given pretest and posttest with no treatment.

Validation of Research Instruments

The validation of research instrument is conducted to gain the valid data. There are two types of validation used to validate research instruments.

The researcher considers the validation of lesson plan to ensure having a good quality in teaching practicality by regarding the expertise of an expert. The expert here is a lecturer in English Education Department at STKIP PGRI Blitar having qualification in teaching and experiences in guiding the teachers and teacher candidates in making teaching preparation. Besides, he has educational background in education. It is proven by his S-1 degree from English education in IKIP Malang and his S-2 from Islamic University of Malang. He is Drs. Nurhadi Mulyoto, M. Pd who has experienced many years in teaching and involving in the courses of giving education materials.

Cohen, et. al (2000) explains that content validity (e.g. adequate and representative coverage of program and test objectives in the test items, a key feature of domain sampling); content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question. Content validity is achieved by making professional judgments about the relevance and sampling of the contents of the test to a particular domain. It is concerned with coverage and representativeness rather than with patterns of response or scores. It is a matter of judgment rather than measurement (Kerlinger, 1986). Content validity will need to ensure several features of a test (Wolf, 1994): (a) test coverage (the extent to which the test covers the relevant field); (b) test relevance (the extent to which the test items are taught through, or are relevant to, a particular program); (c) program coverage (the extent to which the program covers the overall field in question).

In this study, the relevance is judged from the existence of the indicators of the pretest and post test toward the basic competences in the second year class in 2013 curriculum. And, the results show that all the item tests developed by the researcher exist in the curriculum content.

Administering Pre Test

Validating the research instruments, the researcher administered the pretest to both group. This step is to know the prior knowledge in writing skill of the first year students at school especially in two groups being going to be examined and observed. The administering of pretest was conducted before treatment in experimental group. The test in pretest are adopted from English tests developed by the English teacher at SMK PGRI 1 Blitar used in the school meanwhile the questions are developed by the researcher to complete the tests.

Research Treatment

The treatment of the research was to implement TTW technique using video in experimental group. As the design of quasi-experimental design in Table 3.1, the treatment was only taught to experimental group meanwhile in control group the treatment was not used since the control group was assumed to have been taught using process technique in daily teaching. The teaching of TTW technique using video was conducted in three meetings after being administered of pretest. TTW technique using video was implemented based on the lesson plan developed by the researcher.

Administering Post Test

After finishing teaching the experimental group using TTW technique using video the researcher administered the posttest developed by her and validated by the validator. The posttest has the same difficulty level of pretest as shown by the same grille and developed into pretest and posttest. The similarity of difficulty level in making the test item was explained by Cohen (2010) that the pretest and posttest design should be different since the test should differentiate the materials but not different in test quality and difficulty. The post test was conducted in groups, control group and experimental group.

Scoring Writing

Having administered the post test, the researcher scored the students' works using the scoring rubric as depicted in the grille. The students' works reflect the students' writing skill. The scoring was conducted only by the researcher since the tests were in form of objective tests. The results of the scoring were used as the raw data of this study.

The focus of the scoring assessment in this study was adapted from Oshima and Hogue (2007) as shown in the table below.

Table of The Content Validity of the Test Using Scoring Rubric

Scoring rubric		
	Maximum Score	**Actual Score**
Format – 5 points There is a title.	1	
The title is centered.	2	
The first line of each paragraph is indented.	2	
Total	5	
Mechanics – 5 points There is a period, a question mark or an exclamation mark after every sentence.	1	
Capital letters are used correctly.	2	

Scoring rubric		
	Maximum Score	**Actual Score**
The spelling is correct.	2	
Total	5	
Content – 20 points The paragraph fits the assignment The paragraph is interest to red The paragraph shows thought and care	5 5 10	
Total	20	
Organization- 35 points The paragraph begins with a topic sentence that has both a topic a controlling idea. The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example. The paragraph ends with an appropriate concluding sentence.	10 20 5	
Total	35	
Grammar and sentence structure – 35 points Estimate a grammar and sentence structure score	35	
Grand total	100	

Data Analysis

The data acquired from the scoring of pretest and posttest in both control group and experimental group were analyzed then. The first, the researcher presented the data, then, found the linearity of the relation between the covariates (independent variables, namely, control group and experimental group). Then, the researcher analyzed the homogeneity of regression slopes. Testing the homogeneity of regression slopes is used to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable.

The following analysis was that the researcher Lavene's Test of Equality of Error Variances. It is used to check whether or not the assumption of equality of variance is violated. If the significance value is

greater than 0.05 the variances are homogenous, however if this value is smaller than 0.05 this means that the variances are not homogenous or in other words the variances are different and that the assumption of equality of variances is violated, (Pallant 2000; 11).

Technique in Analyzing the Data

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000: 11), who states that ANCOVA can be used when you have two group pretest/posttest design (e.g., comparing the impact of two different intervention, taking before and after measure of the groups). Further he says that the pretest scores are treated as a covariate to control for pre existing differences between groups.

ANCOVA is also handy when a research has been unable to randomly assign the subject to the different groups, but instead having had to use existing groups (e.g., classes of students). As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences (Stevens Pallant 2000; 2). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 19.

Data Collector

The data collector of this study is the researcher herself. She gave the tests to the students used as the samples of this study, supervising the respondents and collecting the test which has been done by them and collected all the data needed.

Schedule of Conducting Research

The time of collecting data in accordance with the permission of the Headmaster at SMK PGRI 1 Blitar was held in April 2018.

Table 3.3 the Schedule of the Data Collecting

No	Activities	Date
1	Administering Pre Test	10 April 2018
2	Giving Treatment in Experimental Group	17 April 2018
3	Administering Post Test	17 April 2018
4	Scoring the Writing Test	24 April 2018
5	Analyzing the Data	25 April 2018
6	Accomplishing Report	25 April 2018

CONCLUSION

Based on the research conducted at SMK PGRI 1 Blitar, it can be concluded that the teaching writing procedure text through Think Talk Write shows positive significant difference. It can be seen based on the students' post-test scores in learning simple writing procedure text with Think Talk Write are

higher than the students' post-test scores by using GTM method. They look enjoyable learn simple writing procedure text. Think Talk Write helped the students to be creative in making a good paragraph with Video and discussion on a classmate's writing on procedure text. Students exchange rough draft with their classmates, take and give suggestion to others, and do discussion. Think Talk Write increased autonomous writing. This technique also improved students' writing proficiency in according to teachers instruction.

Video is a teaching media out of the so many multimedia resources, including moving pictures, text images, sounds, and speeches. Video which can be used in teaching writing of procedure is a video containing of the event, the background event, and the source. The use of video motivated the students to write procedure text. The moving of video also attracts students' attention and stimulates their imagination to create a procedure text. The combination between video media and TTW strategy will ease the students to come up with the idea and generate it in procedure text. To sum up, video is considered as the effective media in teaching writing procedure text.

SUGGESTIONS

According the conclusion above, the researcher has some suggestions which are useful to improve English achievement in teaching writing procedure and conduct the same research. These are some suggestion; for the students do not worry to ask help to the teachers. In this strategy, the teacher is the assistance of the students. The teachers have to help and guide the students in writing a text in a good position; For teachers, TTW Strategy using video is recommended to teach writing procedure text because this strategy helps the students to think to talk to write their own opinion and share it with their friends; For the institution, the result of the study is expected to give contribution and support the postgraduate program as a reference; For other researchers, the result of the study is expected to be use full as reference in conducting a study related to the teaching writing using difference strategies, different variables, different samples, and different characters to obtain different insight on how to improve the students' English achievement.

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