

## REFERENCES

- Alodwan, T. A., & Ibnian, S. S. (2014). The effect of using the process approach to writing on developing university students' essay writing skills in efl. *Review of Art and Humanities*, 3(2), 139-155.
- Anderson, M., & Anderson, K. (2003). *Text Types in English*. South Yarra, Victoria: Macmillan Education PTY LTD.
- Astrini, N., Ratminingsih, N., & Utami, I. (2020). The model strategies employed by english teachers in teaching writing skill in national plus schools. *Journal of Educational Research and Evaluation*, 59-62.
- Aziz, M., & Maaliah, E. (2017). The application of think-talk-write strategy to improve the students' writing skill: a classroom action research. *Inovish Journal*, 2(2), 24-34.
- Bayat, N. (2014). The effect of the process writing approach on writing success and anxiety. *Educational Sciences: Theory & Practice*, 14(3), 1-9.
- Beaumont, M. A., Corneut, J.-M., Martin, J.-M., & Robert, C. (2009). *Adaptive Approximate Bayesian Computation*. *Biometrika*, 52, 1-8.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. USA: Longman.
- Celce-Murcia, M. (2000). *Teaching English as a Second or Foreign Language, Third Edition*. USA: Heinle and Heinle.
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lilis, T. M., & Swann, J. (2005). *Teaching Academic Writing: A Toolkit for Higher Education*. New York and London: Routledge.
- Fauziati, E. (2010). *Teaching of English as A Foreign Language (TEFL)*. Surakarta: Pustaka Utama.

- Fraenkel, J. R., & Wallen, N. E. (2008). *How to Design and Evaluate Research in Education, Seventh Edition*. New York: McGraw-Hill.
- Great, B. (2007, August 2). *Improving Writing with Focus on Guided Writing: Leading Improvement using the Primary Framework*. Retrieved June 19, 2019, from Digital Education Resource Archive (DERA): <http://dera.ioe.ac.uk/id/eprint/6649>
- Gunning, T. G. (2010). *Assessing and Correcting Reading and Writing Difficulties*. Boston: Pearson Education Inc.
- Hacker, D. J., Keener, N. C., & Kircher, J. C. (2009). *Writing is Applied Metacognition*. New York: NY: Routledge.
- Harmer, J. (2001). *How to Teach English*. New York: Longman.
- Hartono, R. (2005). *Genres of Texts*. Semarang: English Department Faculty of Language and Art Semarang State University.
- Huda, M. (2013). *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Huinker, D., & Laughlin, C. (1996). Talk Your Way into Writing. In P. C. Elliot, & P. Kenny, *Communication in Mathematics, K-12 and Beyond*. Reston, VA: National Council of Teachers of Mathematics.
- Indahyanti, R. (2017). Think talk write strategy toward students' writing ability. *Journal of Language Teaching and Literature*, 4(2), 139-150.
- Kane, T. S. (2000). *The Oxford Essential Guide to Writing*. New York: Oxford University Press, Inc.
- Knapp, P., & Watkins, M. (2013). Genre, text, grammar: technologies for teaching and assessing writing. *The Electronic Journal for English as a Second Language*, 17(2), 1-3.

- Lutfiah, I. (2011). Perbedaan belajar ips siswa dengan menggunakan metode pembelajaran think talk write and numbered head together di smp islamiyah ciputan Publisher. *Institutional UIN Syarif Hidayatullah*, 2(5), 1-73.
- Mannahali, M. (2017). Implementation of think talk write learning strategy (ttw) In improving write skills german language (class action research studies on german students fbs unm). *UNM Online Journal System*, 1(1), 1-5.
- Meyers, A. (2004). *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay*. New York: Pearson Educational ESL.
- Murni, S. M., Dirgeyasa, I. W., & Hasibuan, S. F. (2018). Improving students' achievement in writing narrative text through application of think talk write strategy. *Atlantis Press*, 200, 539-542.
- Pallant, J. (2010). *SPSS Survival Manual*. Maidenhead: Open University.
- Peha, S. (2002). *The Writing Process Notebook*. Retrieved October 10, 2019, from Teaching That Makes Sense: [www.ttms.org](http://www.ttms.org)
- Peha, S. (2002). *The Writing Teacher's Strategy Guide*. Seattle: Teaching That Makes Sense, Inc.
- Pratiwi, V. U. (2019). Implementing think talk write strategy to enhance students of high school's writing skill in narrative text. *European Journal of Social Sciences*, 57(4), 408-418.
- Reiser, L. (2002). Professional development and other factors that contribute to the ability to integrate technology into curriculum. *Journal of Educational Technology Systems*, 437-460.
- Sabouri, H., Zohrabi, M., & Vafa, A. (2014). Genre- based approach to teaching writing in efl context. *International Journal of Applied Linguistics Studies*, 3(1), 1-7.

- Schmidt, R., & Jack, R. C. (2002). *Language Teaching and Applied of Linguistic*. London: Longman.
- Shoimin, A. (2016). *68 Model Pembelajaran Inovatif dalam kurikulum 2013. Cet. II*. Yogyakarta: Ar-Ruzz.
- Silin, Y., & Chan, A. (2015). Effectiveness of the english writing process for post-secondary school students. *International Journal of English Language Education*, 3(1), 254-267.
- Sumarsih, & Sanjaya, D. (2013). Tps as an effective technique to enhance the students' achievement on writing descriptive text. *English Language Teaching Journal*, 6(12), 106-113.
- Suminar, R. P., & Putri, G. (2015). The effectiveness of ttw (think talk write) strategy in teaching writing descriptive text. *Prespective Journal of English Language and Learning*, 2(2), 299-304.
- Suyadi. (2017 ). An analysis of students' writing skills in recount text at the eighth grade students of smp negeri 2 kota jambi. *Journal of English Language Teaching*, 1(1), 114-126.
- Suyatno. (2009). *Menjelajah Pembelajaran Inovatif*. Sidoarjo: Masmidia Buana Pustaka.
- Takania, N. (2014). The implementation of think, talk, write (ttw) strategy in teaching writing (a classroom action research for the eighth-grade students of smpn 2 kalinyamatan jepara in academic year 2013/2014). *E-Journal Universitas Maria Kudus*, 1-18.
- Turgut, F., & Kayaoğlu, M. N. (2015). Using rubrics as an instructional tool in efl writing courses. *Journal of Language and Linguistic Studies*, 11(1), 47–58.
- Vespoor, M. H., & Smiskova, H. (2012). *L2 Writing Development: Multiple Perspective*. New York: De Gruyter Mouton.

- Walker, S. (2015, December 5). *5 Reasons Why Students should Write Every day*. Retrieved June 19, 2019, from Transformative Learning: <https://www.transformativelearning.co.ke/5-reasons-why-students-should-write-everyday/>
- Waryanti, S. (2016). The implementation of think talk write strategy to improve the students' achievement in writing recount texts among the eight grade students of smp negeri 1 wates in the academic year of 2016/2017. *English Language Teaching Journal*, 5(9), 1-5.
- Wiyaka, & Ansori, I. S. (2013). Think talk write (ttw) as a strategy to improve students ability in teaching writing descriptive text: a case of the tenth grade students of man demak. *English Teaching Journal*, 4(1), 80-91.
- Wulandari, D. (2013). Improving the tenth grade students' writing skill by using think talk write (ttw) strategy at sma muhammadiyah 2 wuluhan in the 2013/2014 academic year. *Digilin Unmuh Jember*, 1-10.
- Ye, F. (2014). *Validity, Realibility, and Concordance of the Duolingo English Test*. Pennsylvania: Technical Report, University of Pittsburgh.
- Zemach, E. &. (2005). *Paragraph Writing*. Macmillan: Macmillan Publisher Limited.
- Zulkarnaini. (2011). Model kooperatif tipe think talk write (ttw) untuk meningkatkan kemampuan menulis karangan deskripsi dan berpikir kritis. *Journal Universitas Pendidikan Indonesia*, 2, 144-153.