

Improving The Students' Writing Ability In Descriptive Text Through Think-Talk-Write Strategy

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ABSTRACT

This research is a Classroom Action Research (CAR). The subject of this research is tenth grade of MA Ma'arif Roudlotut Tholibin Metro academic year 2018/2019 especially at class X Sains. It consists of twenty three students. The data collecting techniques are test, observation, and questionnaire. The analysis of the data by using qualitative and quantitative data. The result showed that the students' score in preliminary study, there was no one who passed the passing grade. Then, in the first cycle it is found that there were 12(52%) students who passed and the rest is 11(47%) students could not pass the passing grade. In cycle 2 there were an increase from cycle 1, that was 20(86%) students reached the passing grade and only 3(13%) who failed to accomplish the passing grade. The researcher concluded that TTW Strategy can improve students' writing ability in descriptive text. This showed of students' activities by observation, students' response by questionnaire, and students' score by test. The researcher found some dates that students interested, any progress when learned writing descriptive text by using Think-Talk-Write as strategy and the students felt better and improved for their writing ability in descriptive text. From observation students' active in the class. In cycle 2, 20(86%) students reached the passing grade and only 3(13%) who failed to accomplish the passing grade It indicated that think-talk-write strategy has considerable influence toward students' writing ability in descriptive text and success.

Key words: Think-Talk-Write Strategy, Writing, Descriptive text

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INTRODUCTION

As in every language, there are four skill that ought to be mastered by the students, speaking, listening, writing, and reading. When we learn foreign language, we also learn how to communicate with other. There are differentiation between English second language (ESL) and English foreign language (EFL). In certain place, there are consensus that a necessary distinction is to be made between a non - active language learnt and used within one country to which the term second language, has been applied, and a non-native language learnt and used with reference from a speech community outside

national which the term foreign language are commonly given (Dian Anggraini and Mai Zuniati, 2016).

So, from the statements above can be concluded that teaching foreign language is the activity to teach English as a new language and it not a national language that taught at school as a subject, it was uncommon language that always used in daily activity. Moreover, English as foreign language became a one difficult subject in teaching learning. Because students need to learn a new subject that is uncommon they met in communication. Students need to learn how to understand them, how to talk with them, how to read what they have written and how to write. On the other hand, the students are expected to be able to express their ideas, and their feelings. As a matter of fact, the students find difficulties in expressing their ideas, feelings and interest in English. Especially in writing form.

According to Roger caswell and Brenda Mahler in *Strategy Of Teaching Writing* book's. "Writing is the ways to express thoughts to the reader written form. Furthermore, writing to be important because it can be used to develop ability of the students in writing. By writing students can use explore their idea in writing form. Actually, the students know or have ideas of what they are going to write or express, but they do not know how to do it. Eventhough writing is an important skill, unfortunately many students come to writing lesson with a negative predisposition" (Roger Caswell and Brenda Mahler, 2004). In line with that previous statement, writing possesses no dimension that is everything is possible to be done and no constraint means that is free to express anything of real or imagery one. We could make a new space of world inside writing.

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read it and make a correction of it. Therefore, writing is a never a one-step action (Puji Lestari,2004). Writing shares many characteristics with a mountain: permanent, clearly delineated and readily available for inspection (Rebecca Hughes,1996). In reality, students find many difficulties in writing. It was based on the preliminary interview to the students and teacher that most of them reacted that writing was regarded difficult. This condition is supported by the result of their writing task and their daily test. The result is not good enough. Most of them found difficulties in organizing the ideas to become the paragraphs, they made a lot of grammatical mistakes, do not know how to write the word in English.

The researcher initiates to improve the students' writing ability on descriptive text at Tenth grade students of MA. Ma'arif Roudlotut Tholibin by improving their writing through applying Think Talk Write strategy. Because by implementing this strategy, the students can practice work together. The student will be relax if they work together, the student can think what they know and they share with a group, finally they can write on paper after they discussion with their group.

RESEARCH METHODOLOGY

This study used CAR (classroom action research). Subject of this research were 23 students of the tenth grade of MA Ma'arif Roudlotut Tholibin, the data collection techniques used were questionnaire, observation, interview, and test.

Observations are attractive as they afford the researcher the opportunity to gathered "live" data from 'live' situation (Geoffrey marczyk, David de matteo, David festinger, 1964). In the context of science, observation means more than just observing the world around us to get ideas for research. Observation also refers to the process of making careful and accurate measurements, which is a distinguishing feature of well-conducted scientific investigations. When making measurements in the context of research, scientists typically take great precautions to avoid making biased observations. In this research, researcher will conduct the observation to observed the teaching process that the teacher applied in the class. In this case, researcher observed directly to the class to find any indication related to the research.

The interview has been done got the student problems or identifying classroom problems. To get the data the researcher use personal interview. The research asked questions generally in a face to face contact with the student.

A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the test knows or can do something (Penny Ur, 1996). Test is given to the students focus on writing descriptive paragraph. The result of this test is students' descriptive paragraph. The aim of this test is to measure the students' ability in writing descriptive paragraph. The test is used in this study is pre-test and post-test. Pre-test is done before implementing Think-Talk-Write Strategy in preliminary study to know the students competence in descriptive writing. Post-test is done after implementing the Think-Talk-Write Strategy in teaching descriptive writing.

RESULT AND DISCUSSION

From data finding, this research show that the students' writing ability at descriptive text could be improved through Think-Talk-Write strategy. It is revealed after conducting of the revising process in cycle 2. In cycle 1, the students who got score ≥ 70 is only 60 %. But, after revising in cycle 2, the students who got score ≥ 70 increased up to 86% It improved considerably. Based on the data that have been gained, the researcher concluded that one of good method for students to make students' writing ability in descriptive text is using Think-Talk-Write strategy. It implied that the use of think-talk-write strategy is needed to improve the students' writing ability at descriptive text. Eventually, they understood the material and the score increased significantly.

The data that has been collected in this reasearch are teacher's activity in delivering the lesson material, students' activity in learning activity and students' post-test. It can be seen in criteria of success below:

Table 1 Students' Activity Observation on Cycle 1 and Cycle 2

Aspect	Cycle 1	Cycle 2
Activity in Think		
Think by making note about name	19 (68%)	26 (93%)
Think by making note about size	16 (57%)	25 (89%)
Think by making note about part of body	17 (61%)	23 (82%)
Think by making note about color	18 (64%)	24 (86%)
Think by making note about food	13 (46%)	21 (75%)
Activity in Talk		
Talk about of name	19 (68%)	26 (93%)
Talk about of size	16 (57%)	25 (89%)
Talk about of part of body	17 (61%)	23 (82%)
Talk about of colour	18	24

	(64%)	(86%)
Talk about of food	13 (46%)	21 (75%)
Activity in Talk		
Use verb in the present tense	17 (60%)	23 (83%)
Use adjective to describe the features of the subject	11 (40%)	23 (83%)
Use topic sentences to begin paragraphs	17 (60%)	18 (66%)

Based on the table above, could be observed that in cycle 1 in activity think students can think by making note about name are 19 (68%), and it improve become 26 (93%), think by making note about size are 16 (57%) and it increase become 25 (89%), think by making note about part of body are 17 (61%) and it increase become 23 (82%), think by making note about of color are 18 (64%) and it increase become 24 (86%), think by making note about of food are 13 (46%) and it increase become 21 (75%). Then, in the activity talk students can talk about name are 19 (68%), and it increase become 26 (93%), talk about size are 16 (57%) and it increase become 25 (89%), talk about part of body are 17 (61%) and it increase become 23 (82%), talk about of color are 18 (64%) and it increase become 24 (86%), talk about of food are 13 (46%) and it increase become 21 (75%). And in the activity writing students can use verb in the present tense are 17 (60%), and it increased become 23 (83%), use adjective to describe the features of the subject are 11(40%), it also increase 23(83%) and use topic sentences to begin paragraphs are 17 (60%) it also increase become 18 (66%).

CONCLUSION

Based on the findings of improving students' writing ability through Think-Talk-Write Strategy in this research, the major conclusion of this research was that the implementation of Think-Talk-Write Strategy had many advantages to help the students improve their writing ability, their behavior and motivation, and could improve the class situation. It was really to improve the students' achievement scores if it was compared with the result of a preliminary study in The result above showed that the students' score in preliminary study, there was no one who passed the passing grade. Then, in the

first cycle it is found that there were 12(52%) students who passed and the rest is 11(47%) students could not pass the passing grade. In cycle 2 there were an increase from cycle 1, that was 20(86%) students reached the passing grade and only 3(13%) who failed to accomplish the passing grade. It indicated that think-talk-write strategy has considerable influence toward students' writing ability in descriptive text at tenth grade MA Ma'arifRoudlotutTholibin. In other hand, there are some weaknesses of implementation of Think-Talk-Write Strategy, those are : it took a lot of time and the students made a noisy in doing writing process.

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