Improving Skill of Descriptive Writing by Using Think Talk Write (TTW) Method

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Abstrak

Di Sulawesi Barat, khususnya di Kabupaten Mamuju keterampilan menulis siswa di tingkat SMP, SMA dan Perguruan Tinggi masih memerlukan perhatian yang besar dalam proses belajar mengajar, hal ini didasari oleh kurangnya kemampuan siswa dalam membuat tulisan, khususnya dalam mengembangkan ide dalam menulis dan penggunaan struktur kalimat dan tata bahasa masih salah. Selain itu, penggunaan metode pembelajaran yang tidak tepat juga mempengaruhi kemampuan siswa dalam mengembangkan tulisannya. Banyak siswa yang masih belum bisa membuat tulisan yang baik dan bermakna. Akibatnya, hasil pengajaran menulis di sekolah belum memuaskan. Dengan kata lain, kemampuan menulis siswa masih kurang. Penelitian ini dilaksanakan di SMK Tiwikrama Mamuju kelas X berdasarkan pengalaman, observasi dan wawancara dengan guru bahasa Inggris SMK Tiwikrama. Hal ini diperlukan untuk mengetahui keterampilan menulis deskriptif siswa. Penelitian ini bertujuan untuk mengetahui apakah penggunaan metode Think Talk Write (TTW) meningkatkan keterampilan menulis deskriptif siswa kelas X SMK Tiwikrama Mamuju.Penelitian ini menggunakan penelitian tindakan kelas (PTK) yang terdiri dari empat tahap dalam satu siklus yaitu perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas X SMK Tiwikrama Mamuju. Banyaknya siswa adalah 30 siswa. Instrumen penelitian yang digunakan untuk mengetahui keterampilan menulis deskriptif siswa: lembar observasi dan tes. Observasi dilakukan untuk memperoleh informasi tentang kemampuan keterampilan menulis deskriptif siswa kelas X SMK Tiwikrama Mamuju. Penelitian ini merupakan informasi dan kontribusi yang besar dan berharga bagi para pembaca pada umumnya dan khususnya bagi guru bahasa Inggris dan siswa untuk meningkatkan kemampuan mereka dalam menulis dalam bahasa Inggris. Diharapkan juga dapat menjadi informasi yang berguna bagi peneliti selanjutnya untuk mendapatkan ide-ide tentang penelitian ini.

Kata Kunci: kemampuan menulis, gambar berseri

Abstract

In West Sulawesi, especially in Mamuju, the writing skills of students at the junior high, senior high school and university levels still require great attention in the teaching and learning process, this is based on the lack of students' ability to make writing, especially in developing ideas in writing and the use of sentence structures and grammar still wrong. In addition, the use of inappropriate learning methods also affects students' ability to develop their writing. Many students still cannot make good and meaningful writing. As a result, the results of teaching writing in schools have not been satisfactory. In other words, students' writing skills are still poor.

This research was conducted at SMK Tiwikrama Mamuju at X grade based on experience, observation and interview with the English teacher of SMK Tiwikrama. It is necessary to determine students' descriptive writing skills. The objective of research is to find out whether or not the use of Think Talk Write (TTW) method improve students' descriptive writing skills in class X SMK Tiwikrama Mamuju.

The research employed classroom action research (CAR) consisted of four stages in one cycle namely plan, action, observation and reflection. The subject of this research is the students of the tenth grade of SMK Tiwikrama Mamuju. The number of the students is 30 students.

Research instrument is used to determine students' descriptive writing skill: observation sheet and test. Observations are conducted to obtain information about the students' descriptive writing skill ability at the tenth grade of SMK Tiwikrama Mamuju.

The research are great and valuable information and contribution to the readers in general and in specific to the teacher of English and to the students to improve their ability to write in English. It is also hoped to be useful information for father researchers to get ideas on this research.

Keywords: Writing; Think talk writ, Descriptive.

Background

In writing, writers are expected to demonstrate the skills to write better and to accomplish tasks more attractive through their writing. In addition, many colleges and universities require students to write an essay as part of their proposal application. How importance of writing skills, many people make the writing as a therapy, and a useful way to express feelings that cannot be expressed easily by talking. This task requires us to write clearly and organize information effectively.

In West Sulawesi, especially in Mamuju, the writing skills of students at the junior high, senior high school and university levels still require great attention in the teaching and learning process, this is based on the lack of students' ability to make writing, especially in developing ideas in writing and the use of sentence structures and grammar still wrong. In addition, the use of inappropriate learning methods also affects students' ability to develop their writing. Many students still cannot make good and meaningful writing. As a result, the results of teaching writing in schools have not been satisfactory. In other words, students' writing skills are still poor.

Based on the problems faced by students, one of the effective learning methods that can be expected to improve students' writing skills, especially writing descriptive text, is the Think-Talk-Write (TTW) method. Sumirat in Kurniawati (2017) said that the Think Talk Write (TTW) method is a form of learning that directly confronts students with a number of learning resources individually or in groups with all activities that take place in the learning process.

In addition, the research conducted by Qomariyah (2010) shows that the use of the method of think talk and write can improve the ability to write rhymes grade IV elementary school students in Indonesian language subjects. Based on the definition of experts researchers believe that if this method can improve the writing ability of elementary students, this method can also improve the ability of students at the secondary level, especially high school students. Therefore, based on the opinion of experts. The researcher concluded that the tink talk write method is suitable in teaching writing, especially in writing descriptive texts.

Method Of Research

This research was conducted at at SMK Tiwikrama Mamuju at X grade based on experience, observation and interview with the English teacher of SMK Tiwikrama School which is located in the village of Mamunyu, Mamuju Regency, West Sulawesi. It is necessary to determine students' descriptive writing skills.

Research Design

The basic concept model is Introduced by Lewin and developed by Kemmis & Mc. Taggart in Khasinah (2013: 108). The first step for this CAR is plan (planning) and continue to action (acting) with observation (observing) was united by reason of both activities could not be separated from one another because both activities carried out in one unit of time. So after carried out the activities, the observation should be done as soon as possible. After that, reflection (reflecting) is a step to revised planning.

Research Variables

This research consists of two variables, namely dependent variable and independent variable. Dependent variable of this research is descriptive writing. writing is one of the production skills in language. In its process needs attention for the rules such as structure or content. The aim of writing is to tell about ideas, concept, or massage from the writer to the reader.

Independent variable of this research is Think Talk Write. The Think Talk Write method is a method that requires students to think, speak, and write.

Population And Sample

The subject of this research is the students of the tenth grade of SMK Tiwikrama Mamuju. The number of the students is 30 students.

Instrument

Research instrument is used to determine students' descriptive writing skill: observation sheet and test. Observations are conducted to obtain information about the students' descriptive writing skill ability at the tenth grade of SMK Tiwikrama Mamuju.

Procedure

The procedure to collect the research data by employing (1) Preliminary study was done to collect information that related to the condition of the students' learning process in descriptive writing skill. It also was conducted to request materials for the preparation of materials and making of the lesson plan. (2) Diagnostic test, the researcher creates a test before doing the implementation of the Think-Talk-Write (TTW) Method, namely diagnostic test. Diagnostic Test was a test that created to measure students' early skill. So it could be a tool to compare students' ability before and after the use of TTW Method in learning. (3) Implementation of Classroom Action

Research (CAR) that applies 3 cycles in its research where in the first cycle it aims to improve or change the attitudes and behavior of students towards subjects as desired as a solution to the problem. whereas in Cycle 2 it is a follow-up result in the first cycle and Cycle 3 is the development and result of the follow-up from the first and second cycles. In this study, each cycle was carried out with four stages, namely, (1) planning, (2) action, (3) observation, (4) reflection.

Technique of Data Analysis

Qualitative data is analyzed based on the researcher's observation and reflection in each cycle or called non-test. The data to be obtained is the level of interesting of students in receiving learning materials by using Think Talk Write (TTW) Method. Quantitative data is analyzed according to the result of the test. Based on the kind of the test that used namely students make descriptive text.

Finding and Discussion

Findings

This research is a Classroom Action Research that applies 3 cycles in its research where in the first cycle it aims to improve or change the attitudes and behavior of students towards subjects as desired as a solution to the problem. whereas in Cycle 2 it is a follow-up result in the first cycle and Cycle 3 is the development and result of the follow-up from the first and second cycles. In this study, each cycle was carried out with four stages, namely, (1) planning, (2) action, (3) observation, (4) reflection.

Before the learning process is carried out, the researcher first gives a preliminary test to students or a diagnostic test to determine the level of students' writing skills, especially in descriptive writing. From this stage the researcher can see the level of students' ability in writing. The following is a table of diagnostic test results:

Table 1. Distribution Frequency and Percentage of Student Score in writing descriptive on diagnostic tests.

DIAGNOSTIC TEST				
Score	Standard Score	Category	Frequency	Percentage
91-100	A	Excellent	0	0%
81-90	B	Very Good	0	0%
71-80	C	Good	0	0%
61-70	D	Poor	7	23%
0-60	E	Very Poor	23	77%

Total	30	100%
Mean score	53,73	
Success	12	40%
Unsucces	18	60%

Procedure Result of the Research in each cycle: In cycle 1, assignments carried out with the aim of knowing the development of students' abilities in descriptive writing were carried out at the second meeting as for The results of the written test research in cycle 1 can be seen in the following table:

Table 2. Distribution Frequency And Percentage Of Student Score In Writing Descriptive on Cycle 1

CYCLE 1				
Score	Standard Score	Category	Frequency	Percentage
91-100	A	Excellent	0	0%
81-90	B	Very Good	0	0%
71-80	C	Good	2	7%
61-70	D	Poor	13	43%
0-60	E	Very Poor	15	50%

Total	30	100%
Mean score	61,6	
Success	20	
Unsucces	10	
MCC 60		

The table above shows that there were no students who scored in the Excellent / A category (91-90) and the Very Good / B category (81-90) or 0%, 2 students who scored in the Good / C category (71 -80) or 7%, 13 students scored poor / D (61-70), or 43%, and 15 students scored very poor / E (0-60) or 50%. The average score of students was 61.6 and the number of successful students was 20 and there were 10 unsucces. The data above shows that although the number of students who completed was more than the number of students who did not complete, almost all students were in the poor and very poor categories. So the researchers concluded that the students' abilities were still very low. To find out whether this research has been successful or not, it can be seen from the following table :

Table 3. The percentage of Students' Indicator Classical success

No.	Classification	Frequency	P
1.	Success (75%)	20	67%
2.	Unsuccess (75%)	10	33%
	TOTAL	30	100%
Class Success Indicators 75%			

Based on table 3 above, it can be seen that 20 (67%) students were classified as

successful and 10 (33%) students were classified as unsuccessful.

In cycle 2 The data on the results of the evaluation of students' written tests in cycle 2 are as follows:

Table 4. Distribution Frequency and Percentage of Student Score in writing descriptive text on cycle 2

CYCLE 2				
Score	Standard Score	Category	Frequency	Percentage
91-100	A	Excellent	0	0%
81-90	B	Very Good	1	3%
71-80	C	Good	11	37%
61-70	D	Poor	9	30%
0-60	E	Very Poor	9	30%
Total			30	100%
Mean score			68,23	
Success			22	
Unsucces			8	
MCC 60				

The table above shows the results of the evaluation in cycle 2 where no student gets an excellent score/A (91-100) with a percentage of 0%, 1 student gets a Very Good / B score (81-90) with a percentage of 3%, 11 students who got Good / C (71-80) with a percentage of 37%, 9 students who got Poor / D scores (61-70) with a percentage of 30%, 9 students who got Very poor / E scores (0-60) with a percentage of 30 %, with an average value of 68.23, the number of successful students was 22 people and Unsucces were 8 people.

From the data above we can see that the ability of students is still dominated at the level of poor and very poor even though at the good level the frequency is at most 11, but it can be concluded that the level of student ability is still very low because the number of students who score below 70 or at the poor level (9) and very poor (9) were more than the number of students who scored 71 and above or at the good (11), very good (1) and Excellent (0) levels.

Table 5. The percentage of Students' Indicator Classical success in the cycle 2

No.	Classification	Frequency	P
1.	Success (75%)	22	73%
2.	Unsuccess (75%)	8	27%
	TOTAL	30	100%
Class Success Indicators 75%			

Based on table above shows that 22 or 73% of students are classified as successful and 8 or 27% of students are classified as unsuccessful.

In cycle 3 The data on the results of the evaluation of students' written tests in cycle 3 are as follows:

Table 6. Distribution Frequency and Percentage of Student Score in writing descriptive text on cycle 3

CYCLE 3				
Score	Standard Score	Category	Frequency	Percentage
91-100	A	Excellent	1	3%
81-90	B	Very Good	6	20%
71-80	C	Good	15	50%
61-70	D	Poor	3	10%
0-60	E	Very Poor	5	17%
Total			30	100%
Mean score			74,4	
Success			25	
Unsucces			5	
MCC 60				

Based on table above shows that 1 student (3%) is in the excellent category / A (91-100), 6 students (20%) is in the Very Good / B category (81-90), 15 students (50%) is in the Good / C category (71-80), 3 students (10%) for the poor / D category (61-70) and 5 students (17%) for the very poor / E category (0-60). The average score of students was 75.5 with 25 successful students and 5 unsuccessful students.

From the description above, it can be seen that the dominant students' abilities are in the Good and very good categories and only 3 people are in the poor category and 5 people are still in the very poor category and only one person is in the excellent category. From this data it can be said that the students' ability to write descriptive texts is at a good level.

Table 7. The percentage of Students' Indicator Classical success in the cycle 3

No.	Classification	Frequency	P
1.	Success (75%)	25	83%
2.	Unsuccess (75%)	5	17%
	TOTAL	30	100%
Class Success Indicators 75%			

From table 7 above shows that 25 students with a percentage of 83% in the successful classification and 5 students with a percentage of 17% of students were classified as unsuccessful.

Discussion

Based on the results of observations made by researchers in the learning process, there are several points for assessing student behavior, an indicator description of student attention in learning which consists of two aspects, namely:

student focus and student interest in learning. Whereas student activity activities, the researcher found that students immediately asked questions when they did not understand the material in the learning video both in class groups and in private chats with the teacher. Discuss and study with friends, ask friends for help in submitting assignments, do assignments on time.

In cycle 1, it can be seen that students have increased, namely the seriousness of students in learning compared to the diagnostic test, but still no one has immediately done the assignment. In student activities, it can be seen that students ask questions that are not clear, but the time for sending learning videos and student questions about material is quite long, which means that students do not immediately see the learning videos. Students conduct group discussions. Students do the assignment given but not on time.

In cycle 2, it can be seen that students have increased, namely the seriousness of students in learning and attention in doing assignments than in cycle I. In student activities, it is seen that students directly ask questions that are not clear after sending learning videos, conducting group discussions. immediately worked on the assignment given, but some students who experienced problems in sending assignments did not ask for help from classmates so that the collection of assignments was not on time.

Finally, in the third cycle, it shows that students have increased from the second cycle, namely the seriousness of students in learning and students' attention in doing assignments. In the student activity, it was seen that the students immediately asked questions that were unclear after sending the video and some students asked for an explanation of the material in the form of text because they had problems watching the learning video. Do assignments on time. Having discussions with classmates, students who have problems sending assignments ask for help from friends so that their assignments are delivered on time.

Based on the description above, the researcher concluded that there was a significant increase of students in the learning process before and after the TTW (Think-Talk-Write) method was applied which was able to improve students' descriptive writing skills.

In quantitative data, this section consists of three points, namely the comparison of the student scores in each cycle, the comparison of the average score and the comparison of the percentage of class success indicators. Comparison of student scores in each cycle:

Table 8. Comparison of students score

| Phase | Category | | | | | | | | | |
| | Excellent (91-100) | | Very Good (81-90) | | Good (71-80) | | Poor (61-70) | | Very Poor (0-60) | |
	F	P	F	P	F	P	F	P	F	P
Diagnostic test	0	0%	0	0%	0	0%	7	23%	23	77%
Cycle I	0	0%	0	0%	2	7%	13	43%	15	50%
Cycle II	0	0%	1	3%	11	37%	9	30%	9	30%
Cycle III	1	3%	6	20%	15	50%	3	10%	5	17%

The thickness above illustrates the improvement in students' abilities from the diagnostic stage to cycle 3. The increase in student ability can be seen from the number of students who scored in the Excellent category to the Very Poor category.

First, at the diagnostic test stage, cycle 1 and cycle 2, there were no students who scored in the Excellent category or 0%, but in cycle 3 there was an increase, namely 1 person or 3% of students who got excellent scores.

Second, at the diagnostic test stage and in cycle 1 there were no students who scored Very good but in cycle 2 there were 1 (3%) students who got very good scores and in cycle 3 there was an increase, namely 6 (20%) students who got the score very good.

Third, at the diagnostic test stage there were no students who got Good scores, in other words 0% but in cycle 1 there were 2 (7%) students who got good scores and in cycle 2 it increased to 11 (37%) students and in cycle 3 it also happened addition to 15 (50%) students who scored in the Good category.

Fourth, at the diagnostic test stage there were 7 students or 23% who got a Poor score, although there was an increase in the number in cycle 1, namely 13 students or 43%, however, this increase occurred due to a reduction in the number of students who got Very Poor scores, but in this cycle to cycle 2 has decreased to 9 students or 30% and in cycle 3 there is another reduction to 3 students or 10% of students who get poor scores.

Finally, in the Very Poor category, where in the diagnostic text there are 23 students or 77% of students whose abilities are at this level, which means that almost all students have very low abilities. However, in cycle 1 the number decreased to 15 people or 50% of students who were still at this level and in cycle 2 the number

of students who scored Very poor decreased to 9 people or 30% and in cycle 3 there was another reduction to 5 people or only 17% of students whose abilities are still very low.

Based on the acquisition of student scores from the diagnostic test stage to cycle 3 there was an increase in the excellent, very good and good categories which were categorized as successful, and a decrease in the number of students in the poor and very poor categories. Even though in the first cycle there was an increase in the number of students in the poor category, this increase occurred due to a reduction in the number of students who got very poor scores, considering that at the diagnostic test stage almost all student scores were in the very poor category. based on the minimum completeness criteria of English subjects at SMK Tiwikrama Mamuju, namely 60 where the Excellent, very Good, good and poor categories are classified as successful. So it can be seen that the use of the TTW method can improve students' descriptive text writing skills.

The comparison of the students' mean scores on the diagnostic test up to cycle 3 can be described as follows:
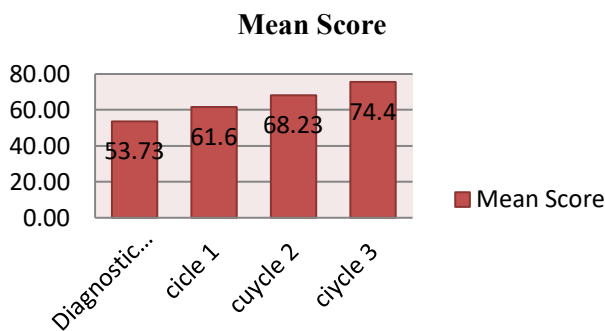
Mean Score

Based on the picture above, it can be seen that there is an increase in the average score of students starting from the diagnostic test, cycle 1, cycle 2 and cycle 3. Where in the diagnostic text the mean score of students is 53.73, in cycle 1 the average score is 61.6 which This means that there was an additional score of 7.83 and in cycle 2 the mean score was 68.23, which means that from cycle 1 to cycle 2 the score added was 6.17 while in cycle 3 the mean score was 74.4 when compared to the acquisition. the average value in cycle 2, the acquisition of scores in cycle 3 increased by 7.27 scores.

From this data we can see that there is an increase in the average score obtained by students in each syllus. For more details, the increase in the average score of students can be seen from the following figure:
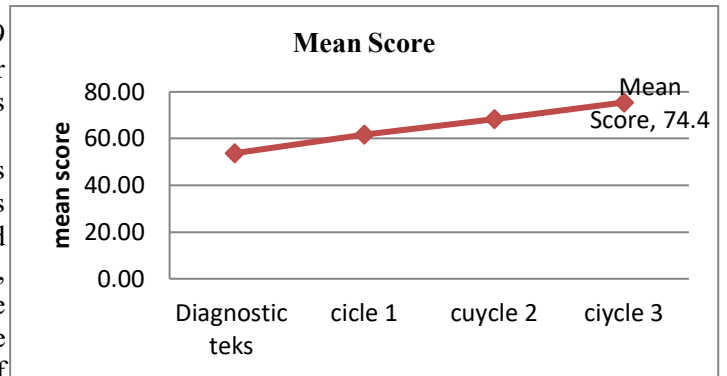
The picture above also shows that the student's average score continues to increase and there is no decrease in the score from the diagnostic test stage to cycle 3. So based on the data above, it can be concluded that the application of the Think Talk Write (TTW) method can improve students' writing ability of descriptive text. in the learning process.

Table 9. Percentage of Classic Success Indicators in each cycle

PHASE	MCC (60)	F	%	CSI 75%
Diagnostic teks	Success ≥ 60	12	40%	40% (Unsucces)
	Unsucces<60	18	60%	
Total		30	100%	
Cycle I	Success≥60	20	67%	67% (Unsucces)
	Unsucces<60	10	33%	
Total		30	100%	
Cycle 2	Success ≥60	22	73%	73% (Unsucces)
	Unsucces<60	8	27%	
Total		30	100%	
Cycle 3	Success≥60	25	83%	83% (Success)
	Unsucces<60	5	17%	
Total		30	100%	

From the table above, it could be seen that there were 30 students who were the research subjects. In this study, the number of students who had reached the MMC score or success in the learning process increased at each stage and the number of studentsSS who were not successful was automatically reduced at each stage. Where at the diagnostic test stage the number of students who were successful was 12 (40%) and 18 (60%) unsuccessful when compared with cycle 1 with the number of successful students as many as 20 people (67%), meaning that there was an increase of 8 people and a decrease in the number of students. 8 people were not successful so it became 10 people (33%).

In cycle 2, the number of students who were successful was 22 (73%) in other words increased by 2 people and not successful by 8 (27%) or decreased by 2 people. Whereas in cycle

3 stage, the number of students who completed increased by people so that the total became 25 people (83%) and were not successful decreased to 3 people so that it became 5 people (17%).

The table above also illustrates that the percentage of class success indicators (CSI) was 75%, which means that this study was said to be successful if the percentage of the number of students who complete or succeed was 75%. At the diagnostic test stage, the percentage of students who were successful was 40% and had not met the CSI, in cycle 1 there was 67% although there was an increase, but this study was not successful. In cycle 2 the percentage increases again by 73% but has not reached the class success indicator so it was not yet successful. And in cycle 3 the number of successful students was 83%, meaning that this percentage had reached the CSI, namely 75%, so that the research in cycle 3 was said to be successful. So it can be concluded that the application of the think-talk-time (TTW) method in the learning process can improve students' ability to write descriptive.

CONCLUSION

Based on the description of the data obtained by the researcher where the mean score shows an increase in each cycle and the percentage of class success indicators that have been determined, it can be concluded that the application of the Think Talk Write (TTW) method can improve the descriptive writing skills of class X SMK Tiwikrama Mamuju.

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Profil Penulis

The researcher, Enni was born on October 30th, 1984 in Tapalang. She has three boys namely Brain Al Fikri, Faiz Al Haq, Abid Al Faruq and a husband Syaharuddin. She owns three sisters, they are Sridiana, Megawati, and Diana Fitri. She was born from best couple Hadimin Wena (Almarhum) and Siti Bia.

She began her study at SDN 1 Tapalang in 1991 and finished in 1997. In the same year, she continued her study at SLTPN 2 Tapalang and in 2000 she continued her study at the SMU Negeri 6 Makassar and finished in 2003.

In 2005, she continued her study at English department of University Cokrominoto Palopo. In 2009, she successful to get her degree (S.Pd). in 2013, she was admitted as a student of English Education Study Program of Postgraduate Program at State University of Makassar. Now, she works as a lecturer in English Education Department at Tomakaka University of Mamuju, West Sulawesi.