Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy

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Abstract: This article tries to analysis Think Talk Write Strategy in Writing Descriptive text. Weather this strategy effective to improve the students' score or not. To collect and analyze data used qualitative method. This research uses qualitative method. Qualitative methods, as the name indicates, are methods that do not involve measurement or statistics. The research focuses on two main points: (1) How can the use of Think Talk Write Strategy improving students' score in writing descriptive text? (2) What are the students responses toward the use of Think Talk Write Strategy in learning descriptive text?. The results of this research are: (1) By using Think-Talk-Write strategy, the students can write and develop their ideas more easily, so the students can write the descriptive text quickly and not required a lot of time. This strategy also make the students more active, creative and interested in the learning process. The students are given pre-test and post-test in order to know improving score of students. The results that students got improving score in post-test. So, the use of Think-Talk-Write cstrategy is effective to improve the students' score in writing descriptive text. (2) The students' responses towards the use of think talk write strategy in writing descriptive text were positive response.

Key Word: Think Talk Write Strategy, Descriptive text, teaching writing

Introduction

Writing is a process of transforming thought and ideas into a written form. There are many types of writing genre such as analytical exposition, explanation, spoof, recount, reports, news item, narrative, procedure, description, anecdote, hortatory exposition review. Descriptive paragraph is one type of genre in writing, which is usually found in our daily life. The curriculum highlights that first grade stuent of junior high school in Indonesia should be able to write various types of the paragraph such as procedure and descriptive text.

The writer will apply one of strategies which is suitable in teaching writing, it is Think-Talk-Write (TTW) strategy. Think-Talk-Write Strategy is a group work. This strategy trains the students to work together in group. The students make a group consisting of four or five students.

TTW (Think Talk Write) Strategy offers an opportunity to students to do exactly. Think Talk Write Strategy as content based instruction, a think approach aims to provide learners with a nature content for language use.

There are several criteria can be used in teaching writing. To limit the problem and reduce boarder perception, this research focused on some writing elements, they are paragraph organization (introduction, body, and conclusion) and logical development of ideas (content) in writing descriptive text in the first grade of junior high school.

Writing

According to Suparno, Jonah (2006 : 14) argues that writing is a series of activities going on and involve several phases, thr preparatory phases, the content development and review, as well as revisions or improvements posts, Jonah (2006 : 29) argues that writing can be used as an indirect means of communication to others to convey information.

According to Harmer (2007: 4- 5), writing process – that is process the stages a writer goes through in order to produce something in its final writer form. The writing process has four elements:

a). Planning

When planning, writer have to think about three main issues. In the first place the y have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly experienced writers think of the audience they are writing for, since it will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc). thirdly writers have to considers the content structure of the piece, that is how best to sequence the fact, ideas, or arguments which they have decided to include.

b). Drafting

Draft is assumption that it will be changed later. As a result of the process of writing to editing, a number of designs can be generated on the way to the final version.

c). Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (or editors) who comments and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d) Final Version

In this elements the writer ready to send the written text to its intended audience. We might decide to represent these stages in the following way:

Planning → drafting → editing → final draft

The process in writing needs some steps. It means that when the students start to write, they have to learn about the process in writing from the teacher.

Teaching Writing Skill

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the massage.

According to Brown (2001: 343- 346) there are five major categories of classroom writing performance presented as follows:

a. Imitative or Writing Down

Brown (2001 : 343-344) states that "Imitative or writing down means that students "write down" English letters, words, and posible sentences in order to learn the conventions of the orthograpic code. The dictation is usually done in this type of writing performance. The steps which are usually applied such as a teacher reads a short paragraph once or twice at the normal speed, a teacher reads the paragraph in short phrase units of three or four words, and each unit is followed by a pause and during the pause, students write exactly what they hear, and so on.

b. Intensive or Controlled

Brown (2001: 344) states that in the writing activity, intensive writing can be done by presenting a paragraph to students in which they have to alter a given structure throughout. Brown (2004: 225) states that in this stage, the students are intended to produce language to display their competence in grammar, vocabulary, or sentence formation, then to convey meaning for an authentic purpose.

c. Self- Writing

As stated by Brown (2001: 344), self-writing is a writing with only the self in mind as an audience. The activities included in it are note-taking and diary or journal writing. In the note-taking activity, the students take notes during a lecture for the purpose of their recall.

d. Display Writing

For all language students, short answer exercises, essay examinations, and area research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing technique.

e. Real Writing

The example of real writing activities can be seen in the form of academic, vocational or technical, and personal activities. In the academic activities, the language experience approach gives groups of students opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, while group problem-solving tasks may have writing components in which information is genuinely sought and conveyed. The last one, peer-editing work adds to what would otherwise be an audience of one and provides real writing opportunity.

Descriptive Text

According to Anderson, text is when words are put together to communicate a meaning, a piece of text is created. Texts consist of spoken or written words that have the purpose of conveying a message. It can be said text is words that has a function to communicate which created by speaker or writer to inform a message.

> According to Wahidi (2009) stated that, Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animals habitat in your report. In other words, description text is to describe a particular person, place, or thing.

Descriptive text is a text that describes the characteristic of something like person, place or thing. A someone can describes something like person, place, or thing with their looks and know. So, a descriptive text write to describes something and gives impressions, not the definitions

The Process of Writing Descriptive Text

Descriptive text is intended to describe place, person, and thing so that the reader will be able to visualize the descriptions. Writing descriptive text, generally, we have to regard the generic structure of descriptive text. Generic structure is the way in which elements of a text are arranged to match its purpose.

According to Nafisah and Kurniawan (2007:15) voiced that, a descriptive text has two stages: 1). General statement, where the topic is introduced. 2). Descriptions, which contain the three characteristics above; the description can start from the most important to the least important, and vice versa.

Think Talk Write Strategy

Zulkarnaini (2011 : 149) states "*Think-Talk-write Strategy* was introduced by Huinker and Laughlin". This strategy facilitating the exercise of language both oral and written fluently. This strategy 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.

Huinker and Laughlin in Zulkarnaini (2011) say that, *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 reflectitve dialogue with themselves, to talking and sharing ideas with one another, to writing.

Based on explanation above, think talk write strategy is teaching strategy can develop their ideas by comparing the testing ideas that test presents with their ideas and know what ideas that can be discussed, talk with their friends can make student share each other and test their ideas to get better ideas, and it will make a students get self-confident to use their own language in the writing activity because they are sure that their ideas are good.

Based on Yamin and Ansari (2008 : 84) this is the steps of Think-Talk Write (TTW) strategy:

a.   Students reading 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.

Method

This research uses qualitative method. Qualitative methods, as the name indicates, are methods that do not involve measurement or statistics.

The method used here is a qualitative analysis. As the writer mostly uses interpretation, this method is best used. The descriptive method used in the study is by applying the qualitative analysis with the specification on the description. Ericson in Susan Stainback (2003) argued that qualitative research characteristics are:

1.   Intensive, long term participation in field setting

2.   Careful recording of what happens in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence

3.   Analytic reflection on the documentary records obtained in the field

4.   Reporting the result by means of detailed descriptions, direct quotes from interview, and interpretative commentary.

Findings

The writer gave the test to the students to find out their writing in descriptive text. The writer gave pre-test and post-test to the students. Pre-test was given in the first meeting and post-test was given in the last meeting. Post-test was given to know whether the method or technique which used by the writer that is think talk write strategy is effective in writing descriptive text or not. The form of pre-test was a written test with the theme *my favourite idol* and in the post-test was a written test with the theme *my best friend*.

In this following tables describes the result of pre-test and post-test in the first grade students in Junior High School Al-Badar West Java Indonesia .

Table 1

Pre-Test Result

No.	Subject	Score
1.	Student 1	55
2.	Student 2	75
3.	Student 3	55
4.	Student 4	80
5.	Student 5	70
6.	Student 6	55
7.	Student 7	65
8.	Student 8	60
9.	Student 9	70
10.	Student 10	65
11.	Student 11	75
12.	Student 12	55
13.	Student 13	80
14.	Student 14	65
15.	Student 15	70
16.	Student 16	55
17.	Student 17	80
18.	Student 18	65
19.	Student 19	55
20.	Student 20	60
21.	Student 21	75
22.	Student 22	55
23.	Student 23	65

24.	Student 24	70
25.	Student 25	60
26.	Student 26	55
27.	Student 27	70
28.	Student 28	65
29.	Student 29	60
30.	Student 30	80
∑		**1965**
∑ **Mean**		**65,5**

The table 1 shows that the sum of pre–test score of students' writing descriptive text. Based on pre-test result, the sum is 1965.

In second meeting, the teachers decided classroom into several groups. In group consist of 4-6 students. Teachers explain about Descriptive paragraph. (Generic structure and Languages Features). The teacher divides the picture relating to students' daily environment. Example: Picture of Kuta Beach. Then Students describe the picture in their imagination and make notes Individually small (think). Each student in group describe the picture of Kuta Beach with individually, what they think about lake Toba, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself. After that students discuss with friends in groups to discuss the contents of the note they made (talk). In this activity, Students discuss the results of a collection of ideas that they make in individually in the note about what they know of Kuta Beach. Example of a small note from a student in group: Kuta Beach has beautiful scenery. After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write). The final activity the Students write down the paragraph descriptive that they make in a paper and from each group presentation their answer.

The third meeting is posttest. In posttest the researcher would know whether Think Talk Write Strategy can improve students' score in writing descriptive text. The theme of text in post test is "My Best Friend". The analysis of data on post-test as follows;

Table 2

Post Test Result

No.	Subject	Score	
1.	Student 1	70	
2.	Student 2	65	
3.	Student 3	70	
4.	Student 4	75	
5.	Student 5	65	
6.	Student 6	65	
7.	Student 7	85	
8.	Student 8	75	
9.	Student 9	65	
10.	Student 10	80	
11.	Student 11	85	
12.	Student 12	85	
13.	Student 13	80	
14.	Student 14	75	
15.	Student 15	75	
16.	Student 16	65	
17.	Student 17	75	
18.	Student 18	80	
19.	Student 19	90	
20.	Student 20	70	
21.	Student 21	80	
22.	Student 22	70	
23.	Student 23	90	

24.	Student 24	80	
25.	Student 25	75	
26.	Student 26	85	
27.	Student 27	80	
28.	Student 28	85	
29.	Student 29	75	
30.	Student 30	85	
∑		**2300**	
∑ Mean		**76,6**	

Based on post-test result, it shows that the sum of students' writing descriptive text is 2300. Students got improving score in writing descriptive text by using Think Talk Write Strategy. The procedure of posttest data analysis was quite similar with the pretest data analysis.

Questionnaire Result

In this research, the writer used questionnaire to collect the data. The data from questionnaire used to find out students' responses toward the use of think talk write strategy in teaching writing descriptive text and to discover the improvement of students' writing descriptive text by using think talk write strategy. The questionnaire consists of 10 questions. The questions 1, 2, 3, 7 and 9 are used to find out the students' responses toward the use of think talk write strategy in teaching writing descriptive text, and question of 4, 5, 6, 8, 10 to discover the improvement of student' writing descriptive text.

The results of questionnaire are as follow.

Table 3

The Result of Students' Questionnaires in Al-Badar Junior High School

West Java, Indonesia

No	Statement	Option					Total
		SA	A	N	DA	SDA	

1.	*The use of Think Talk Write Strategy made me easy writing in English subject.*	7 35	12 48	11 33	-	-	30 77,33%
2.	*The use of Think Talk Write Strategy made me easy in writing descriptive text.*	5 25	12 48	10 30	3 6	-	30 72,67%
3.	*The use of Think Talk Write Strategy made writing in English subject more interesting.*	10 50	11 44	9 27	-	-	30 80,67%
4.	*The use of Think Talk Strategy made me easier in understanding descriptive text.*	10 50	8 32	7 21	5 15	-	30 78,67%
5.	*The use of Think Talk Write strategy helped me in writing descriptive text.*	7 35	14 56	9 27	-	-	30 78,67%
6.	*The use of Think Talk Write Strategy helped students in developing idea for writing descriptive text.*	11 55	12 48	7 21	-	-	30 82,67%
7.	*The use of Think Talk Write Strategy made English subject more interesting.*	13 65	7 28	10 30	-	-	30 82 %
8.	*The use of Think Talk Write strategy made me more creative in writing descriptive text.*	10 50	12 48	6 24	2 4	-	30 84 %
9.	*The use of Think Talk Write Strategy could increase my motivation in writing descriptive text.*	9 45	12 48	9 18	-	-	30 74 %

| 10. | *The use of Think Talk Write Strategy could increase my ability in writing descriptive text.* | 6 | 10 | 10 | 4 | - | 30 |
| | | 30 | 40 | 30 | 8 | | 72% |

Based on the table 3 above, the writer will describe the questionnaire sresult are as follow:

The first statements (*The use of Think Talk Write Strategy made me easy writing in English subject"*), it was about the use of think talk write strategy that can be learning becomes clearer and easier. The data shows that 7 students were choose strongly agree, 12 students were choose agree and 11 students were choose neutral. So, it was obtained as much as 77,33 %. According to Riduwan, in table 3 that (61% - 80%) the value of 77,33 % included to the strong criteria.

The second statements (*"The use of Think Talk Write Strategy made me easy in writing descriptive text"*), it was about the use of think talk write strategy can help students in writing descriptive text.. The data shows that 5 students were choose strongly agree, 12 students were choose agree and 10 students were choose neutral, 3 students were choose disagre . It was obtained as much as 72,67%, the value included to the strong criteria.

The third statements (*"The use of Think Talk Write Strategy made writing subject more interesting"*), it was about the use of think talk write strategy can be happier. The data shows that 10 students were choose strongly agree, 11 students were choose agree and 9 students were choose neutral. It was obtained as much as 80,67%. The value included to the strong criteria.

The fourth statements (*"The use of Think Talk Strategy made me easier in understanding descriptive text"*), it was about the use of think talk write strategy makes the students more easily understand. The data shows that 10 students were choose strongly agree, 8 students were choose agre, 7 students were choose neutral and 5 students were choose disagre. So, it was obtained as much as 78,67%. The value included to the strong criteria.

The fifth statements (*"The use of Think Talk Write strategy helped me in writing descriptive text"*), it was about the use of think talk write strategy can help the students in writing descriptive text. The data shows that 7 students were choose strongly agree, 14 students were

choose agree and 9 students were choose neutral. It was obtained as much as 78,67%. The value included to the strong criteria.

The sixth statements (*"The use of Think Talk Write Strategy helped students in developing idea for writing descriptive text*), it was about the use of think talk write strategy can help the students in developing their idea to write descriptive text. The data shows that 11 students were choose strongly agree, 12 students were choose agree, 7 students were choose neutral. So, it was obtained as much as 82,67%. According to Riduwan, in table 3.5 that (81% - 100%) the value of 82,67% included to the very strong criteria.

The seventh statements (*"The use of Think Talk Write Strategy made English subject more interesting"*), it was about the use of think talk write strategy makes the student not boring in learning. The data shows that 13 students were choose strongly agree, 7 students were choose agree and 10 students were choose neutral. It was obtained as much as 82%. The value included to the very strong criteria.

The eighth statements (*"The use of Think Talk Write strategy made me more creative in writing descriptive text"*), it was about the use of think talk write strategy can be more creative in writing descriptive text. The data shows that 10 students were choose strongly agre, 12 students were choose agree and 6 students were choose neutral, 2 students were choose disagre. It was obtained as much as 84%. The value included to the very strong criteria.

The nine statements (*"The use of Think Talk Write Strategy could increase my motivation in writing descriptive text"*), it was about the use of think talk write strategy can improve motivation of students in writing descriptive text. The data shows that 9 students were choose strongly agree, 12 students were choose agree, 9 students were choose neutral. So, it was obtained as much as 74 %. The value included to the strong criteria.

The tenth statemens (*"The use of Think Talk Write Strategy could increase my ability in writing descriptive text"*), it was about the use of think talk write strategy can improve the students skill in writing descriptive text. The data shows that 6 students were choose strongly agree, 10 students were choose agree, 10 students were choose neutral and 4 students were choose disagree. So, it was obtained as much as 72%. The value included to the strong criteria.

Conclusion

By using Think-Talk-Write strategy, the students can write and develop their ideas more easily, so the students can write the descriptive text quickly and not required a lot of time. This strategy also make the students more active, creative and interested in the learning process. So, the use of Think-Talk-Write strategy is effective to improve the students' score in writing descriptive text.

From the questionnaire result, showed that the students' responses towards the use of think talk write strategy in writing descriptive text were positive response

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