

**THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE BY USING PICTURE TO  
IMPROVE STUDENTS' DESCRIPTIVE WRITING AT THE FIRST GRADE OF SMA  
AL AZHAR 3 BANDAR LAMPUNG**

**(A Script)**

**By:  
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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2018**

## **ABSTRACT**

### **THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE BY USING PICTURE TO IMPROVE STUDENTS' DESCRIPTIVE WRITING AT THE FIRST GRADE OF SMA AL AZHAR 3 BANDAR LAMPUNG**

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Writing, in particular, plays a vital role in this modern era. It is one of productive skills students need to master. It is because writing skill has significances in improving a communicative competence of learning a language. However, the students' capability in composing a good product of writing regarding to the facts of students' achievement have been being low. This is truly because one of which factors, that is the technique of teaching writing which does not facilitate the students properly to cover all aspects of writing. As one of the techniques can be used to teach the students to cover all aspects of writing, think-talk-write technique is believed to help the students in improving the students' writing ability.

This research was a quantitative research. The aim of this research was to find out the improvement of students' descriptive writing ability after being taught by think-talk-write technique and the significant improvement of every single aspect. The research was conducted at the first grade of SMA Al Azhar 3 Bandar Lampung. Class X IPA 6 consisting of 34 students was chosen as the sample of this research. Pretest and posttest design were used in this research. Writing test was used as the instrument in pretest and posttest. The instrument was given to find out how far the students' writing ability before and after a series of treatment.

The results of this research showed that the t-value (19.648) was higher than t-table (2.032) and the value of two tail significance was  $0.000 < 0.05$ . It means that there is statistically significant increase on students' descriptive writing ability after the implementation of think-talk-write technique. Therefore, the hypothesis of the research was accepted. The mean score of pretest was 54.83 and the mean score of posttest was 64.95. It means that the students' mean score was improved 10.12. Besides, all aspects of writing were improved regarding to the results. The aspect improved the most was content, then followed by grammar, vocabulary, organization, and mechanic.

***Keywords:*** *think-talk-write, teaching writing, descriptive text.*

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**By:  
Rafika Indah**

**A Script**

**Submitted in a Partial Fulfillment of  
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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
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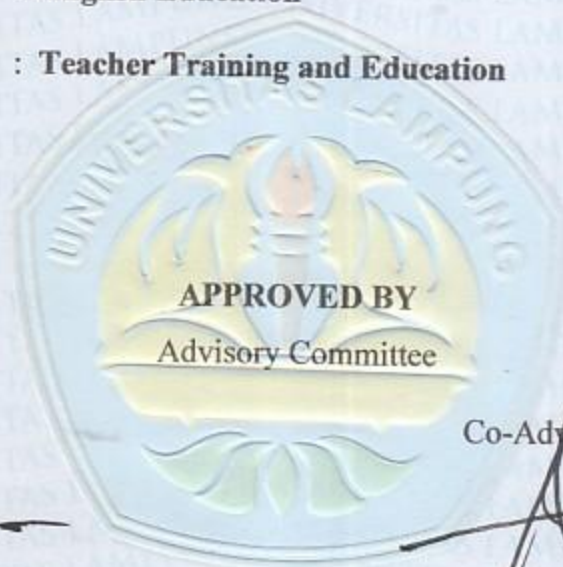
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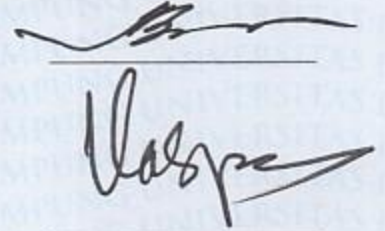
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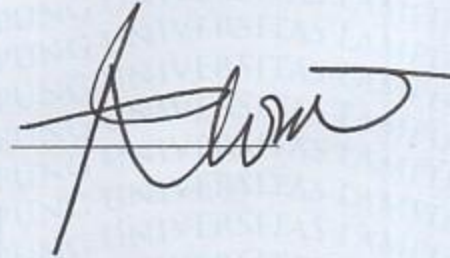
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## CURRICULUM VITAE

Rafika Indah was born in Bandar Lampung, on January 28<sup>th</sup>, 1997. She is the third child out of five children in the family of Edy Ridwan and Zahna Puri. She has one eldest brother, one older sister, and two younger sisters, they are; Muhammad Hero Akbar, Humeira Palestina Sofia, Anisa Siti Soleha, and Laila Adila Alfitra.

She started her study at her own home before she went to elementary school. She did not go to kindergarten, yet her parents taught her everyday for every subject she needed to know as if kindergarten student. Then, she continued her study at SD Negeri 1 Gedung Meneng. After she graduated from elementary school in 2008, she continued her study at SMP Negeri 22 Bandar Lampung and graduated in 2011. Then, she continued to senior high school at SMA Negeri 9 Bandar Lampung. In 2014, she passed *SNMPTN* program at English Education Study Program of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung.

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research related to students writing ability through Think-Talk-Write technique at SMA Al Azhar 3 Bandar Lampung.

## **DEDICATION**

The writer dedicates this work to:

1. Her beloved parents – Edy Ridwan and Zahna Puri
2. Her brother and sisters – Muhammad Hero Akbar, Humeira Palestina Sofia, Anisa Siti Soleha, and Laila Adila Alfitra
3. Her Almamater – University of Lampung
4. Her friends in English Education Study Program
5. UKM-U English Society (ESo)
6. English Teachers

## **MOTTO**

*“If you are making mistakes it means you are out there doing something.”*

(Neil Gaiman, *Make Good Art*, 2012)

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “The Influence of Think-Talk-Write Technique by Using Picture to Improve Students’ Descriptive Writing at the First Grade of SMA Al Azhar 3 Bandar Lampung”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

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## **I. INTRODUCTION**

This chapter presents several points such as background, research question, objectives, uses, scope, and definition of terms. The contents of the chapter are presented as follows.

### **1.1. Background of the Problem**

In today's modern society, the role of English as a tool of communication becomes more important since English is used as the international language. Indonesia uses English as a foreign language (EFL). EFL countries do not use English in daily conversation yet for its global acceptability, the people need to learn English at school, from elementary school to senior high school and even at university. Ministry of education affairs of Indonesia even has arranged the curriculum in which English is stated as a compulsory subject to be taught. Teaching English means teaching students not only about how to speak, how to read, and how to listen, but also how to write. It follows that the students are not only expected to speak English fluently but they also expected to be able to master the four language skills such as; listening, speaking, reading, and writing.

It is known that speaking and writing are deemed as productive skills since learners need to produce language to communicate their ideas in either speech or text., while listening and reading are receptive skills since learners need to process and understand language being communicated to them in spoken or written forms.

Writing, in particular, plays a vital role in this modern era; thereby, a good writing skill helps the students achieve their goals in the future, for instance to resumably, they will be able to; 1) write a report, 2) write a CV or resume, 3) write a business letter, etc. In line with the clarification above, Cohen and Riel (1989:6) says that writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others through written text.

In point of fact, people sometimes need to write some documents, such as; formal letter, summary, or personal statement, for the purpose of communication or dealing with other business. Thus, having a good writing skill is an essential aspect in our everyday lives, both in the school life and for the future, as Weigle (2002:5) points out clearly that writing is seen not just as a standardized system of communication but also as an essential tool for learning.

Broadly, Huinker and Laughlin (1996) in Wahyudin (2012:2) also points out that among the four skills taught in schools, writing is considered as a complicated skill for students to master because it involves a complex activity requiring specialized skills that includes the ability to express the writers' opinions or thoughts clearly and efficiently. This ability can be achieved only if a learner masters some techniques of writing such as how to generate the ideas, how to express them in sequence of sentences, how to organize them chronologically and coherently, how to review, and how to revise the compositions until the product of writing well-constructed.

During Teachers Training Program (*PPL*) in SMPN 2 Negeri Agung, it was found that the students' writing achievement was still low. This can be seen from the results of students' writing that often consisted of some mistakes in vocabulary, grammar use, organization, mechanic, and also the ability of the students in expressing and developing their ideas.

In addition, the previous research conducted by Rianto (2010:51-52) indicated that students had some difficulties in writing class, such as to choose the appropriate words to make a sentence, develop the sentences into a paragraph, and elaborate their ideas well. The students also were not able to compose in a well-organized composition and also they made it in a poor language use. Richards and Renandya (2002:303) adds that the difficulty of writing lies not only in generating and organizing the ideas, but also in translating ideas into a readable text.

To overcome the problems mentioned above, this study thereby, would try to find an alternative solution which is called *Think-Talk-Write* technique due to several crucial reasons. First, problems with vocabulary aspect and diction might interfere the real meaning of the words that the writers want to write. As a result, the original ideas that the writers wanted to put in their writing paragraph is not well-transferred. Second, students are lack of ability in expressing, developing, and elaborating the ideas into sentence which lead to become an effective paragraph. Third, students are lack of grammar use which may make the writer looks poor in language use. Obviously, these problems could cause difficulty in writing paragraph in terms of cohesion and coherence elements.

The previous facts should have obligated English teacher as a facilitator to find out the solution to help the students in their effort to be able to write a constructive writing. Certainly, changing the way of teaching technique done by the teacher is a solution. In fact, there are many options available of teaching techniques can be applied, but using appropriate technique and relevant with the students daily activity is the most necessary. *Think-Talk-Write* technique is good to be chosen to solve such problems faced by the students.

This stands to reason for *Think-Talk-Write* technique can build 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 progress from the students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing (Huinker and Laughlin in Zulkarnaini, 2011:4). This technique offers the students an opportunity to do some meaningful activities. Huinker and Laughlin (1996) in Suyatno (2009:66) states “*Think-Talk-Write* is starting with thinking through reading, the result of reading is communicated through presentation, discussion, then making note about the result of discussion”.

More operationally, there are some activities students do in *Think-Talk-Write* technique. First, “*think*” it can be seen from the process of reading a text related with the material or the process of seeing the picture about something being described. Next, students make notes about what they have seen and read. The notes will be read, explained, and discussed in their group. We can mention this step as students

“*talk*” activity. After finishing discussing in their own group, the students will present the result of discussion in form of written text individually. This students’ activity is called “*write*” activity. This technique is appropriate for heterogenous groups consist of four to five students. It encourages the students to think, talk, then write a paragraph with a certain topic or theme.

By doing so, the process of *Think-Talk-Write* technique in writing can; 1) stimulate the students’ thinking process in generating and elaborating the ideas, 2) improve their vocabulary knowledge, 3) decrease their grammatical error, 4) develop their writing’s organization, and 5) encourage the students to use correct mechanics. This technique also can motivate them to take parts in teaching-learning activity. As stated by Huinker & Laughlin (1996:82) that *Think-Talk-Write* technique has some advantages in learning process of writing because it enables students to; a) interact and collaborate to talk about their observation or their little notes with other members of their group, b) engage directly in learning so they are motivated to learn, c) be creative and active in the class, since this technique is students centered model.

Thus, in applying this technique, the teacher becomes the student participation rate monitoring of students’ activity, especially in the discussion. It means that this technique can give advantages to create an enjoyable and communicative environment for students, so they are motivated in learning.

Furthermore, *Think-Talk-Write* technique can be more effective if the researcher gives an appropriate media which can help the students to put high interest in learning writing. For example, one of the media is picture. This is true because evidently by using picture, the students will have a brief description vividly about what they are going to write. Supriyono (1995:13) in his study found out that picture can increase the students' spirit and attract the students' attention, because by using picture the students not only listen to what is being said and taught by the teacher but also see and notice the object directly. In the same sort of way, Harris and Sipay (1980:451) state that the children will understand the meaning of words only when they are related to things they know before or they see them.

In reference to the explanation above, this study chooses to conduct a research mainly dealing with the influence of *Think-Talk-Write* technique by using picture toward students' descriptive writing at Senior High School. Presumably, it is believed that this technique and media are suitable in teaching writing, especially in writing descriptive text, because there are steps to reach a communicative and meaningful learning environment. *Think-Talk-Write* technique has a point of departure in a collection of tasks. It offers the students a content based instruction which the aim is to provide learners with a natural content for language use.

## **1.2. Research Questions**

In line with the background above, this research primarily formulates two main research questions to be addressed. They are listed as follows:



- a. In general, is there statistically significant improvement of *Think-Talk-Write* technique by using picture toward students' descriptive writing at the first grade of Senior High School?
- b. Specifically, does every single aspect of writing significantly improved after being taught by *Think-Talk-Write* technique?

### **1.3. Objectives of the Research**

With reference to the background above, the objectives of the research are:

- a. To find out whether teaching by *Think-Talk-Write* technique by using picture can give statistically significant improvement toward students' descriptive writing at the first grade of Senior High School .
- b. To find out aspects improved significantly after being taught by *Think-Talk-Write* technique.

### **1.4. Uses of the Research**

The uses of research are as follows:

- a. Theoretically, the results of this research can be used as the reference for those who want to conduct a research in English teaching process. The findings of the research study are expected to enhance the theory of teaching writing by *Think-Talk-Write* technique in English, and support evidence to the exciting research finding which have been revealed the importance of having and experimenting different technique concerning teaching writing.
- b. Practically, the result of this study is intended as valuable informative feedback to both the English teacher and students at senior high school. For

the teacher, the present research study is intended to be used as reference in planning a better teaching technique in teaching writing. Teachers are expected to improve their technique to increase the students' writing skill by using the appropriate technique. Furthermore, the finding of this study is hoped to inspire and motivate students to learn writing. They can improve their achievement of writing comprehension. Besides, the researcher expects that the students will enjoy the class. By enjoying themselves in the class, it will be easier for them to build their motivation and they will also be focus on their material.

### **1.5. Scope of the Research**

This research was characterized by quantitative research and was conducted at the first grade of SMA Al Azhar 3 Bandar Lampung. In this case, this study only used one class consisting of 34 students that was chosen by lottery technique. This is due to the fact that the students have already studied about vocabulary, grammar, and types of texts. This research basically focused on investigating the influence of *Think-Talk-Write* technique in improving students' writing achievement particularly on descriptive paragraph, specifically describing person. There are five aspects of writing measured in this research, they are content, vocabulary, language use, organization, and mechanics. Students' improvement was found out by comparing the result of students' answers of pre-test and post-test.

## 1.6. Definition of Terms

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, this research presents some definition of terms, they are:

- a. Writing is the process of representing a language with symbols or letters. This skill includes to the ability of using written language with certain elements to express ideas, issues, events, feeling or thinking to the others through written form.
- b. Descriptive paragraph is a paragraph which describes person, place, and object in such vivid detail that the readers can easily visualize what is being written about.
- c. *Think-Talk-Write* technique is a technique consisting of three steps in its application, they are; think, talk, and write, in which the students are expected to develop, organize, and create ideas by those processes of writing.
- d. Picture is a visual representation or image painted, drawn, or photographed on a flat surface.

## **II. LITERATURE REVIEW**

This chapter elaborates theories which support the script. They are classifying like the following: notion of writing, teaching of writing, notion of *think-talk-write* technique, advantages and disadvantages of *think-talk-write* technique, previous research of *think-talk-write* technique in teaching writing, notion of descriptive writing, procedure of teaching writing through *think-talk-write* technique, the applicability of the procedure, theoretical assumption, and hypothesis.

### **2.1. Notion of Writing Skills**

Theoretically, writing skill is specific abilities which helps writer put their thought into words in meaningful form and mentally interact with the message. Writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as in paper. Yet, not everyone is able to write, because writing consists of certain crucial skills which needs the students able to produce effective, efficient, and systematic piece of writing work, even though every normal person is able to speak his native language from the first few years of his life. It is true that we acquire the ability to speak at home without systematic instruction. However, writing is different. Since in this language skill, we need to be taught how to write first. Commonly, we learn to write after we take preliminary education in elementary school. This certainly makes sense because writing requires sufficient vocabulary items and fully know how to apply correct grammatical sentences.

In other words, writing skill is used as a means to communicate in very organized and logical way to convey message, ideas, feeling, and thoughts in a written form. As Tarigan (1986:15) states that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys. This skill also reinforce the writers to: 1) organize the idea, 2) construct the sentence, 3) use punctuation marks and spelling system well. Besides, they must be able to arrange their writing into cohesive and coherent composition.

In line with the description above, writing, according to Myles (2002:15), is an English skill which needs an effort and much practice in composing, developing, and analyzing ideas. Writing is considered as a complicated skill for the students and the teachers. Meanwhile, Spratt et al., (2005:26) state that writing is one of the productive language skills which deal with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to form a series of related sentences.

In a like manner, Hedge (2003:302) also points out that writing is the result of employing strategies to manage the composing process, which is one gradually developing text. It is now clear that writing really involves a number of activities, they are; 1) setting goals, 2) generating idea, 3) organizing information, 4) selecting appropriate language, 5) making a draft, 6) reading and reviewing it, then 7) revising and editing.

Writing—among the other skills—possesses one of the crucial skills that English learners have to master. This stands to reason for students will learn how to construct information, ideas, thought and feeling as a unit of academic product for expressing their ideas in written form. According to McCrimmon in Faulina (2013) writing is the most difficult skill in learning process. This is reasonable true because when students intend to write certain topics they should explore their thoughts and ideas, so they will be able to express them into paragraphs.

With regard to the classification of writing skills above, it can now be logically inferred that writing is an activity where the students try to put their thoughts, ideas, and feelings into a written form. To be more specific, writing skills require a process of expressing and producing effective ideas from writer's mind leading to a meaningful composition. In other words, there are some aspects needed to be concerned, they are: 1) content, 2) organization, 3) vocabulary, 4) language use, 5) mechanics. These aspects are important to be mastered in order to be able to produce a good writing. According to Jacob in Reid (1993:236-237), there are five aspects of writing. They are:

1. *Content* which relates to the substance of writing and how the ideas expressed shows by the information relaying on the subject is discussed by several main points and details to illustrate, define, compare, or contrast factual information supporting the thesis. In the other words, the details should be clearly pertinent to the topic.

2. *In tack organization* which shows the form of the content demonstrates the ideas flow and build on one another; all the ideas are directed concisely to the central focus of the topic; and the overall relationship of ideas within and between paragraphs is

clearly indicated. Here is an example of a well organized paragraph that would make the reader follow the piece logically from beginning to the end:

### *My Guitar*

*My most valuable possession is an old, slightly warped blond guitar-- the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. Furthermore, the body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. In addition, the blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. Although it's not a beautiful instrument, it still lets me make music, and for that I will always treasure it.*

It can be seen that the paragraph above has the unity by seeing that each sentence has conjunction or connector such as *and* and the use of punctuation marks to give a clear and smooth description of the guitar. The paragraph contains sentences that are logically arranged (coherence) by seeing the development of the writing which has a clear topic sentence in the beginning, followed by supporting sentences with appropriate vocabulary which makes the readers understand the idea of the paragraph clearly. Besides, the transition words such as; furthermore, in addition, and although make the organization of the ideas smoothly arrange and easy to read.

3. *Vocabulary* which relates the choice of word/idiom in the context should convey intended information, attitudes, feelings, shades, and differences of meaning which express the logic ideas and sufficiently vary in the arrangement and interrelationship of words. More specifically, vocabulary items consist of (a) content words; it belongs to the major parts of speech such as nouns: *guitar, music, string*; verbs: *taught, play*; adjectives: *valuable, fancy, old, beautiful*; and adverbs: *slightly*. (b) function words; it belongs to grammatical or function classes that consist of a small number of fixed item, such as articles: *the, a/an*; auxiliaries: *will, can, must, might*; demonstratives: *this, that, these, those*; quantifiers: *many, few, little, some*; prepositions: *on, with, to from*; pronouns: *it, he, she, they, we*; and conjunctions: *and, but, or*.

4. *Language Use* should show there are effectiveness and complexity in construction, tense, number, word order, articles, pronoun, and preposition. For example, the sentence: “*My most valuable possession is a old, slightly warp guitar blond—first instrument I have taught myself how to played*” should be “*My most valuable possession is an old, slightly warped blond guitar—the first instrument I taught myself how to play*”. It is changed because the tense, articles, and word order is not right.

5. *Mechanics* which theoretically possesses some crucial elements such as spelling, capitalization, the use of punctuation marks, also style of sentences. However, this study merely focuses on spelling, capitalization, and the use of punctuation marks. For instance, the sentence: “*No, It's not a beautiful instrument but it still lets me make music and for that i will always treasure it*” should be “*No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.*” The words *It's, i*, and the use of comma before the words *but* and *and* are substituted by



*it's* and *I* because their capitalizations do not used properly and there are commas before the words *but* and *and*.

## **2.2. Teaching of Writing**

As mentioned earlier, teaching is process of giving lesson or process of transferring knowledge from teacher to students. According to John and Foster (1976:78) teaching is one aspect of education consists of interaction between a teacher-a person who is inquiring intelligent behavior- and the students. During the teaching process, the students are helped to learn something new. Therefore, in teaching and learning process, students can understand about what have been given by the teachers.

In supporting the description above, Richards et al., (2002:6) points out that teaching is viewed as driven by teachers' attempts to integrate theory and practice. It can be said that the teachers will create their own new understandings of teaching based on their knowledge. Not only that, the teachers are also responsible for a large amount of what happened in the classroom, such as what is taught, the resources use, the type of activities, classroom management, assessment, feedback, etc. In addition, Mulyasa (2005:34–35) in his study suggests that teachers have to make their students understand, know, and able to develop their knowledge that they have not know before.

More specifically, Douglas (1987:7) also asserts that teaching is about showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.

In brief, teaching writing is to teach the students how to express their ideas and imagination into written form by using proper language which contains of good composition. In order to be successful in writing, the teacher surely have to find the most relevant material for the students. This also means that the material has some criterias to be concluded as relevant one. As Finnochiaro (1964:129) states that the material has to be relevant to the students' interest, needs, capacities, and ages until they are able to make a composition with few or even no errors. For example in terms of topic under discussion, knowledge required in understanding information conveyed, dealing with these aspects are needed to be developed in teaching learning process in order to be effective and meaningful.

### **2.3. Notion of Think-Talk-Write Technique**

The description of the previous parts of writing skill indicates that the ultimate goal of writing is the students can put their ideas into meaningful written form. The teacher, henceforth should use effective strategies to improve the students' writing ability. It is true because strategic writing methods can help the students to achieve their academic needs especially in resulting a good text or paragraph. In order to achieve it, the teacher needs to implement writing technique which suitable for the situation and circumstance of the students.

Generally, there are several ways which can be applied in teaching writing text by using some techniques. The techniques are used to create an enjoyable and fun environment, so that it can help the students to achieve the goal of having a good writing. Commonly, almost all of the writing techniques have the same purpose that

is to improve the students' ability in writing. However, they are different from the various ways of implementation and in terms of benefit. After considering the strength and weakness in each techniques, this research decided to apply *Think-Talk-Write* technique in conducting the study.

In relation to that condition, this research was intended to analyze more details about what *Think-Talk-Write* technique is. Naturally, *Think-Talk-Write* is a typical technique facilitating the exercise of language both oral and written fluently. This technique was based on the interpretation that learning is a social action. With this thought in mind, this technique focused on encouraging the students to think, talk, and write based on the particular topic. Ordinarily, *Think-Talk-Write* technique can be used to develop the writing fluently and exercise the language before the students write them into a united composition.

In point of fact, *Think-Talk-Write* technique was introduced by Huinker and Laughlin. They pointed out that *Think-Talk-Write* technique 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 progress from the students engaging in thought or reflective dialogue with themselves, to talk and share ideas with one another and to write. It can be said that *Think-Talk-Write* technique uses thought with reflecting the ideas in the students' mind, then share and discuss it with their friends in the group to organize the idea to be written text.

There are basically some activities in doing this techniques. The first one is “think”. The activity “think” can be seen from seeing picture and make small notes about what they have been thinking. In making or writing notes after seeing the picture the students will differentiate and unify the ideas presented. Aside from it, the activity of thinking before, during, and after writing notes can enhance students' knowledge even enhance students' creative and critical thinking. After the phase of "think" is completed, it is followed by a phase of "talk" that is done by using language and words that are common to them. Clearly, this phase–talk–is important because students will use English to present their ideas in front of other group members. The next phase is "write”. In this activity, constructing the ideas of writing is done after a discussion or dialogue between friends, and later expressed through writing. As a result, teachers can see students' development in producing a good piece of writing.

As mentioned earlier, *Think-Talk-Write* is actually a technique that facilitates the exercise of language both oral and written fluently based on the interpretation that learning is a social action. Furthermore, interaction among the students are expected to establish a comfortable atmosphere for the students in the classroom and can be valuable for prewriting tool (Abbot 1991, Reid 1983 in Huinker and Laughlin, 1996:82). As one of communicative approach, interaction, and discussion in group would involve the students to be more active in teaching-learning process. This is true because interaction with others and discussion with peers requires students to explain their thinking, this, in turn, can improve their thinking process (Surgenor, 2010:2).

Taking those descriptions into account, this research logically assumed that this technique was expected to increase the students' ability in writing skill. In this case the students would involve with themselves to think after reading process, then talk with their friends by sharing ideas before writing. This technique would be more effective when the students work in heterogeneous group consists of three to five students, because one of *Think-Talk-Write* technique focuses was in involving the students to talk or have a discussion with group so there would be more various ideas to be written.

### **2.3.1. The Advantages and Disadvantages of Think-Talk-Write Technique**

Technique is an important thing in delivering the materials to the students in teaching learning process, because technique can be used to improve students' ideas and comprehension. In addition, all techniques have advantages and disadvantages. Both of the advantages and disadvantages can be taken for good solution, and it is expected to have the way in avoiding the disadvantages from this technique. Below are the advantages and disadvantages of *think-talk-write* technique:

#### **2.3.1.1. The Advantages of Think-Talk-Write Technique**

*Think-Talk-Write* as one of techniques can bring some advantages when it is implemented. According to Vasiljevic (2010:41), there are some advantages of *Think-Talk-Write* technique. Those advantages are presented as follows:

- a. *Think-Talk-Write* technique helps to sharpen the entire visual thinking skills of the students through a picture.
- b. The teaching and learning process is a student centered model, so the teacher is only a facilitator.
- c. *Think-Talk-Write* technique helps the students to expand their ideas by supporting ideas from his groupmates and it will create a better writing.
- d. *Think-Talk-Write* technique develops critical and creative thinking skills of students.
- e. *Think-Talk-Write* technique engages the students actively in learning by interacting and discussing with the groupmates so they are motivated to learn.
- f. *Think-Talk-Write* technique allows the students to think and communicate with friends, teachers, and even with themselves, so that the ideas and corrections shared in discussion will be an essential thing to make a better writing.

#### **2.3.1.2. The Disadvantages of Think-Talk-Write Technique**

In addition to advantages, *think-talk-write* technique has disadvantages that should be considered as follows:

- a. *Think-Talk-Write* technique can make the students easy to lose their confidence because when students work in group, they are varied with heterogeneous students.
- b. *Think-Talk-Write* technique takes more time to share and express the students' ideas especially in “*talk*” activity.

#### **2.4. Previous Research of Think-Talk-Write Technique in Teaching Writing**

There are several studies proved that *Think-Talk-Write* technique is effective in increasing the students' writing ability. Firstly, the study was conducted by Dhamayanti (2013). Her study successfully proved that *Think-Talk-Write* technique is effective and efficient in improving students' writing ability in recount text in terms of organization aspect: a case of Eighth grade Students of SMP N 1 Petungkriyono Pekalongan. Secondly, the research was conducted by Sofiyanti (2012). In her research, she found out that *Think-Talk-Write* technique can improve students' writing skill in narrative text in terms of content aspect at the Eight Grade of SMP Kalinyamatan Jepara. Thirdly, another previous research was conducted by Aini (2009). Her research also proved that *Think-Talk-Write* technique is successfully improved the ability of writing analytical exposition text in terms of cvocabulary aspect on first grade student of Senior High School.

Regarding to the previous research above, this research initiates to find further whether *Think-Talk-Write* technique can improve the students' writing achievement of descriptive text on second grade of Senior High School and find out what aspect of writing skill can be improved the most after being taught by this technique.

#### **2.5. Notion of Descriptive Writing**

Descriptive writing means, simply, a writing which presents information of something in detail. In language teaching-learning process, every learner should master this typical writing in term of how to compose it effectively. As confirmed by Emilia and Christie (2013: 1), learning descriptive genre is essential in order that

students can describe vivid and proper information. Concerning the definition of descriptive text, Fawcett and Sandberg (1984: 6) defines it as a kind of text that describes something, a person, a scene, or an object into words so others can imagine it. Also, Wishon and Burks in Jeniar (2016: 23) illustrate that descriptive text is a description reproducing the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear.

Absolutely, someone who wants to write a description of something, definitely, has to have detailed informations about it. As acknowledged by Wyrick (1987: 227), the writer of description creates a word-picture of persons, places, objects, and emotions by using a careful selection of detail to make an impression on the reader. Furthermore, Tolkien in Jeniar (2016: 24), in the similar intent, also claims that descriptive writing text, sometimes called “showing writing”, is writing that describes a particular person, place, or event in great detail.

In line with the meaning of description, that is picturing in words what something is like, the purpose of descriptive writing is, primarily, to give information about something in detail. A good description is like a “word picture” in which the reader can imagine the object, place, or person in his or her mind (Gerot and Wignell, 1994). Accordingly, in order to achieve its purpose, the descriptive model of writing has its own elements and linguistic features which will be clarified as follows.



### **2.5.1. Elements of Descriptive Writing**

Every single genre of writing definitely has a discrete structure or stages in order to get something done through language (Emilia, 2014: 86). This statement, of course, equally applies to descriptive writing. As affirmed by Knapp and Watkins (2005: 149) that there are two elements as requirement for a text to be identified as descriptive text, e.i. identification or general statement and description element. The following is the elaboration of the elements, also functioning as schematic structure, of descriptive writing.

#### **a. Identification**

The identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the descriptive writing. Generally, this part is described in the first paragraph or few earlier sentences.

#### **b. Description**

The description intends to describe the specific participant in the text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities. This part, in common, is specifically described in the second paragraph and so on.

### **2.5.2. Linguistic Features of Descriptive Writing**

Linguistically, a descriptive writing, according to Emilia and Christie (2013), employs some particular linguistic features as could be seen below.

- a. It focuses on specific participants as the main character.
- b. It employs simple present tense as dominant tense, but sometimes it uses simple past tense when the object described no longer exists.

- c. It uses linking verbs or relational process frequently (such as *is, are, has, have, belongs to*) in order to classify and describe appearance or qualities and parts or functions of phenomena.
- d. It applies action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text.
- e. It makes use of mental verb or mental process when describing feelings.
- f. It utilizes nominal group frequently to describe.
- g. It employs adjective to add information to nouns and use adverbs to add information to verbs to provide more detailed description about the topic.
- h. It uses adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

To be more concrete, the example below shows the case:

*My mother*

*My mother, 45 years old, is named Susanti. She works as a teacher in the elementary school at my hometown, Kampung Durian. (Identification)*

*Naturally, my mother is a beautiful woman; perhaps she is the most beautiful woman in the world because she physically has brown and bright eyes, oval face, and long straight black hair; in addition, she has slim and tall body, it is about 160 cm. (Description)*

*Furthermore, my mother is a kind-hearted person and she loves her family because she always prepares good food for her family, and*

*pays more attention on her childrens education. She also cares to everyone. That is why she is loved by every people around her.*

*(Description)*

Noticed thoroughly, the piece of writing above is indicated as a descriptive composition for it has components and linguistic features characterized as a descriptive model. In the first paragraph, as observed accurately, the writer intends to inform or identify a specific object, i.e., *mother*, to readers as an introduction of the writing. When in the second paragraph, he begins to describe the object specifically to make the readers can imagine it vividly.

Moreover, the writing noticeably uses present tense in describing like what the object is. Certain adjectives, as the most prominent feature, also appear in the passage to illustrate the object to be more imaginable, such as *a kind person, beautiful* and *slim*. The writer additionally uses mental verbs when describing his feelings, such as *that is why she is loved by every people around her*; likewise, other linguistics features characterized as a descriptive model appear evidently in the composition.

In short, a piece of writing could be characterized as a descriptive writing if it has two principal elements, namely: identification, as identifying a specific object; and description, as describing the object more specifically and vividly. Besides, it has to have some linguistic features thoroughly indicating that it is a descriptive model, such as: using present tense, linking verbs, action and mental verbs, adjectives, adverbial phrases, and other components as cited earlier.

## 2.6. Procedure of Teaching Writing Through Think-Talk-Write Technique

According to Huinker and Laughlin (1996:83) there are some steps in applying *Think-Talk-Write* technique, they are: (1) the teacher divides classroom into several groups consisting of 3-5 students; (2) the teacher provides the topic to students; (3) the students write down the ideas and anything they are thinking about the topic on a piece of paper; (4) the students do interaction with their group to discuss the notes; (5) the students do revision based on the discussion; After a long process of thinking-discussing-revising finally (6) the students express the result of discussion in form of written text.

To be concrete, here is the example of how to apply the procedure of teaching writing through *Think-Talk-Write* technique.

### Pre Activities

- a. Teacher asks the questions to activate background knowledge of the students related to the topic they are going to learn.
- b. The students are given the picture and asked some questions related to the topic.
- c. The teacher asks the students the antonym of the words and writes them.
- d. The teacher asks the students to think about the main idea and supporting idea.
- e. The students are asked to read the the sentences have been written and asked to arrange the sentences based on the main idea and supporting details.
- f. The students are asked to identify the mechanic error.

**Whilst Activities**

- a. The teacher divides the students into groups and given a blank paper and picture also.
- b. The students are asked to think some noun and adjective individually based on the picture. (*think*) then write it in small notes.
- c. The students are asked to discuss the notes. (*talk*)
- d. The teacher asks every group to write the noun and adjective in whiteboard.
- e. The students are asked to complete the notes and write a sentence.
- f. The students are asked to discuss the notes.
- g. The students are asked to write some additional information.
- h. The students are asked to arrange the sentence.
- i. The students create a descriptive text about the topic based on their notes individually. (*write*)

**Post Activities**

- a. Teacher asks the students to submit their work to the teacher to be checked and corrected.
- b. Teacher asks the students to check and read their mistakes and also make a revision.
- c. Teacher asks the students to rewrite their work of words based on teacher's comment to make finalization into a good text.
- d. Teacher asks students to submit their final work to the teacher.
- e. Students are given a brief review about the material they have learned today.

## 2.7. The Applicability of the Procedures

To be clear, here is the practical of the learning procedures with a lesson material of descriptive text.

### *Pre-Activities:*

*T: Good morning students. How are you?*

*S: I'm good Miss. How about you?*

*T: I'm fine too. Alright students, who is your most favorite female singer in Indonesia?*

*S: I think Raisa is my favorite female singer in Indonesia Miss.*

*T: How does she look like?*

*S: She is very beautiful Miss.*

*T: Right, now let's take a look at this picture. How does her hair look like?*

*S: She has long hair Miss.*

*T: Yes, she has long black hair. How is about her skin?*

*S: She has fair skin Miss.*

*T: Good! How is about her body?*

*S: She has plum body, Miss.*

*T: Excellent dear! Now, what do you think about her eyes and nose?*

*S: I think she has almond-shaped eyes and pointed nose, Miss.*

*T: Do you know the antonym of these words?*

*S: (students are asked to write them in whiteboard one by one)*

*T: Good. Now, please try to think what is the main idea that suits the most with the picture! And elaborate them with some supporting ideas.*

*S: Raisa is a famous singer in Indonesia. She is very beautiful. She has long-black hair. She has almond-shaped eyes and pointed nose. She has plum body and fair skin.*

*T: Is it already well arranged?*

*S: Yes, Miss. It is.*

*T: Now, please check the punctuation, capital letter, and mechanical elements here.*

*S: It is already good Miss.*

### *Whilst Activities:*

*T: You can make a group with counting one until five. The students who have same number will be in same group.*

*T: Here is a picture of Maudy Ayunda. I will give you 15 minutes to focus on the picture and write in your notes about what you have looked. Then, please write the noun and adjective you see in the picture.*

*S: Alright, Miss!*

*T: You may discuss with your group about what you have wrote. Then complete your notes if needed.*

*S: It is alright, Miss!*

*T: Alright, now please write the noun and adjective in whiteboard. One group appoint one student!*

*S: Alright, Miss.*

*T: Good job! Now, please complete your notes and write a sentence based on the noun and adjective!*

*S: We have done Miss.*

*T: If you have done, you may discuss the notes with your friends in group!*

*T: Next, you can write anything related to the picture. Write as specific as you can about his or her additional information like job, dream, family, chievement, etc, okay!*

*S: Alright, Miss.*

*T: Then, please arrange your additional information from the simple to complex one. Make sure it is in a good arrangement, okay!*

*S: Yes, Miss.*

*T: Right then, please write your results of discussion in form of writing text on a blank paper that I have already given. Please pay much attention to your content, vocabulary, organization, language use, and mechanics. You may do it individually.*

*Post Activities:*

*T: Right students, now please hand in your work to me so you will have teacher's correction for better writing.*

*S: Here it is, Miss.*

*T: Well students, please read my correction carefully and revise your piece of writing at home as your homework. You can take teacher's comments and suggestions as your consideration.*

*S: Yes Miss, we will.*

*T: Alright my students. To conclude, what did we learn today?*

*S: We learn what descriptive text is and how to express our ideas in form of written text.*

*T: Good my students. I think that is all for today. Thank you for your attention. Good bye.*

*S: Good bye, Miss, thank you.*

## 2.8. Theoretical Assumption

There was an assumption on this study that teaching writing to the students would surely face certain crucial problems. The students usually found that writing was not interesting enough to be learned. As a result, it could lead them to an avoidance of learning writing and give poor contribution to overall academic achievement. Commonly, there are many optional techniques in teaching writing that can be used by the teachers to reach the goal of ultimate teaching-learning process. *Think-Talk-Write* technique should be taken into consideration as an alternative technique in teaching writing descriptive text. It stands to reason because one of the students' problems is lack of self confidence in learning English as a foreign language.

Through this technique, the students were encouraged to develop their social interaction communicatively. Then, after being able to share their problems with other people, they were expected to feel relax and they would be motivated to take parts in teaching-learning activity. This technique naturally facilitated the students in writing in which associates the students' ideas and stimulates their thinking process for generating new ideas and knowledge.

In short, this technique could work effectively in the classroom as what the researcher expected. The researcher believed the process of *think*, *talk*, and *write* would help the students to produce piece of writing with clear ideas and write a constructive piece of writing.



## 2.9. Hypothesis

Hypothesis is defined as the provisional answer toward the research problems or research questions. Concerning to the theories and the assumption above, the hypothesis can be formulated as a follow:

H<sub>0</sub> : There is no significant improvement in students' writing achievement from pretest to posttest after being taught by *Think-Talk-Write* technique in teaching writing descriptive text.

H<sub>1</sub> : There is significant improvement in students' writing achievement from pretest to posttest after being taught by *Think-Talk-Write* technique in teaching writing descriptive text.

### III. RESEARCH METHODS

This chapter discusses about design of the research, population and sample, data collecting technique, instruments, implementation, validity and reliability, data collecting procedure, scoring system, data analysis, and hypothesis testing.

#### 3.1. Design

This study was intended to find out whether teaching by using *Think-Talk-Write* technique could improve students' writing skill in descriptive text or not and to find out which aspect would be improved the most. Quantitative research was conducted based on pre experimental method. This study applied *one-group pre test-post test design of pre-experimental design*. In this research, the students were given pre test before treatment to find out the students' initial ability and they were given post test after the treatment. This research used one class as the sample of the research. According to (Hatch and Farhady, 1982), the formula is:

$$T1 \ X \ T2$$

The formula can be further explained as follows:

T1 refers to pretest.

X is concerned with treatment.

T2 relates to posttest.

### **3.2. Population and Sample**

The population of this study was the first grade students of SMA Al Azhar 3 Bandar Lampung. There was one class as the sample of the study. This research used lottery technique to choose the sample class. By doing so, all classes got the same chance to be sample.

### **3.3. Data Collecting Technique**

The data were gained based on the students' score on the pre-test and post-test and it could be described more detail as follows:

#### **1) Pre-test**

Pre test was an instrument for collecting the data. Pre test was given in order to find out the students' score before the treatment applied. Some topics were provided and it would be chosen by the students. Then the students were asked to write descriptive text which consisted of 100 words for minimum and 150 words for the maximum. Time allocated for this test was ninety minutes.

#### **2) Post-test**

Post test was also an instrument for collecting the data. However, post test was given after the treatments applied. This test aimed to know the score of writing in descriptive text after doing the treatments. Generally, the purpose of this test was to investigate the students' descriptive text writing achievement by means of comparing the results of pre test and post-test. Different topic would be provided for the students compared to their previous pre test. The text should consist at

least 100 words and 150 words for the maximum. Time allocated for this test was ninety minutes.

### **3.4. Instruments**

To figure out whether the objective of the research had been achieved or not, this research used essay writing test as the research instrument. There were provided pre test and post test. The pre test was conducted in the first meeting and the post test was given after treatments in the last meeting. The students were asked to write a composition by choosing one of the topics which had been given by the researcher. The topics were different for the pre test and post test. For both of the test, the students had to write minimum 100 words and maximum 150 words. Here was an illustration of the research instrument.

*In this test, you are assigned to compose a paragraph consists of 100-150 words with the topic about members of your family, e.g. mother, father, sister, or brother. To do so, you should follow the following points of direction.*

- 1. Write the title of your composition.*
- 2. Make your composition consists of identification and description with authentic topic sentence.*
- 3. Develop the composition in logical arrangements, appropriate words, and well-formed sentences.*
- 4. Here are some example words you can use in your composition, long hair-short hair; round face-oval face; pointed nose-sharp nose; light skin-dark skin; beautiful; kindhearted; humble; etc.*
- 5. Be sure that your sentences are varied and grammatically correct with proper spelling.*

### **3.5. Implementation**

The research was conducted in order to find out whether *Think-Talk-Write* technique could be used to improve the students' achievement in writing. This research was conducted at the first grade of SMA Al-Azhar 3 Bandar Lampung 2017/2018. The number of students in class X A6 was 34 students. Then, the sample of this research was chosen by using lottery technique.

In this research, the researcher held five meetings to get data. The first meeting was to get the result of pretest. In this study, pretest was conducted in order to know the students' writing ability before getting the treatment and also to know the problem of the students in writing. In students' pretest, it was found that the students score was quite low. After conducting the pretest, the researcher conducted the treatment in the next meetings. In conducting the treatment, the researcher applied *Think-Talk-Write* technique in teaching writing descriptive text.

In the first treatment, the researcher started the class by asking the students some questions to activate their background knowledge. Then, the students were showed a picture and asked some related questions. It was found out that the students were still lack of vocabulary knowledge. Then, the students were asked about the antonym of the previous words and wrote them in the whiteboard. After that, the students were asked them some questions related to grammar then, the researcher would repeat and correct the students' answer. The students were also asked the main idea and supporting sentences suit the most with the picture. Then, they were asked to arrange the sentences and corrected some mechanical errors in producing the sentences.

Then, the students were divided into groups consisting of four until five. The students were given a piece of blank paper for the group and a picture. Then, they were asked to think and take notes of some noun and adjective individually. After that, they discussed it in group and completed their notes. Next, they had to write the sentences based on words they had been written and discussed it in group again. The students were also asked to write some additional informations related to picture and arrange the sentences from simple to complex one. After that, the students create a descriptive text based on the notes they had been written. When they have finished, they handed it to the teacher and the teacher would correct it and gave it back to the students in order to be revised. Last, the students handed their final works. The procedure of the treatments was same for the second and the third meeting.

After conducting the treatments, the last meeting of the research was to get the result of post test. It was conducted to measure how far the improvement made by the students after getting the treatments. In the post test, the students were asked to compose a descriptive text based on the topic given.

Those steps were implemented to test the students' writing skill by using *Think-Talk-Write* technique during the research.

### **3.6. Validity and Reliability**

In this section there are two parts will be discussed further that is validity and reliability.

### **3.6.1. Validity**

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). According to Hatch and Farhady (1982:251), there are two basic types of validity, construct validity and content validity. The researcher considered construct validity and content validity in producing the writing test.

Five aspects of writing are things would be measured by the researcher since this research focus in writing. So, it can be said that the test had been covered with construct validity. Furthermore, the writing test was composed based on indicators and the objectives in the syllabus of the school. The researcher chose writing descriptive text for this research, so it was examined by considering indicators of descriptive text. It can be said that the instrument of this research is valid because it has construct and content validity.

### **3.6.2. Reliability**

Hatch and Farhady (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administers under similar conditions. A test will be considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there would be inter-rater reliability. Inter-rater reliability was used when score of the test is independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second rater was the English teacher at school. So, it is important to make sure that both raters use the same criteria for scoring the students' writing test. To measure how reliable the scoring is, this study used *Rank – order Correlation* with the formula:

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

*P* refers to coefficient of rank order

*D* relates to difference of rank correlation

*N* is concerned with number of students

1-6 refers to constant number

(Hatch and Farhady, 1982: 206)

In this case, the co-efficient of rank correlation would be analyzed with the standard of reliability as follows:

1. 0.80000 - 1.00000 indicates very high reliability
2. 0.60000 - 0.79000 denotes high reliability
3. 0.40000 - 0.59000 relates to medium reliability
4. 0.20000 - 0.39000 is concerned with low reliability
5. 0.00000 - 0.19000 categorized as very low reliability

After calculating the result of the students' descriptive writing, the data was calculated by the researcher by using the formula above. (see Appendices 10 and 11).



**Table 3.1. The Result of Realibility**

| Realibility | Pre Test | Post Test |
|-------------|----------|-----------|
|             | 0.974    | 0.984     |

Based on the standard of reliability above, the writing test has very high realibility (range between 0.80000 - 1.00000). It can be concluded that there is no subjectivity in scoring students' writing between the researcher and English teacher.

### **3.7. Data Collecting Procedure**

The procedures of the research are as follows:

#### **1. Determining the population and sample**

This research was conducted in SMA Al Azhar 3 Bandar Lampung as the population of the research. Then, one class from the first grade was chosen as the sample of the research.

#### **2. Deciding the materials to be taught and tested**

Some topics were provided for the pre test and post test.

#### **3. Conducting pre test to the students**

The topic was given to students as the writing test. Then, the students were asked to write a composition with the topic given. The time allocated was ninety minutes.

#### **4. Giving treatments by using *think-talk-write* technique**

In this step, the procedure of writing descriptive text by using *think-talk-write* technique would be explained by the researcher. Then, the students were asked to

make a product of academic writing about descriptive text after the examples were given by the researcher.

### **5. Conducting post test to the students**

In order to see the improvement of student's writing achievement, the post was conducted in the class after the students having the treatments. The test was in form of writing test. The students were asked to develop their descriptive text based on the topics which had been prepared. The post test was conducted for about ninety minutes.

### **6. Analyzing the test result (pretest and posttest)**

After scoring the pre test and post test, the data was analyzed by using SPSS version 16.0 and 23.0 program. In this step of the research procedures, there were five aspects of writing as consideration in giving the score. The five aspects were content, organization, vocabulary, language use, and mechanic. In scoring the result, this research used two raters in order to avoid the subjectivity. The first rater was the researcher and the second rater was the English teacher at school.

In short, there were some steps of research procedure in this research starting from determining the population and sample, selecting the material, conducting pretest, giving treatments, conducting posttest, and analyzing the data.

### **3.8. Scoring System**

In scoring the students' draft, this research would use the scoring criteria as in adapted from Heaton (1991:135) below.

**Table 3.2. Table of Specification**

| <b>No</b> | <b>Aspect of Writing</b> | <b>Definition</b>                      | <b>Percentage</b> |
|-----------|--------------------------|--|-------------------|
| 1         | Content                  | The substance of the writing, the idea | 20%               |

|   |              |  |     |
|---|--------------|--|-----|
|   |              | expressed.   |     |
| 2 | Organization | The form of content (coherence).   | 20% |
| 3 | Vocabulary   | The selection of word that suitable with the content.  | 20% |
| 4 | Grammar      | The employment of grammatical forms and syntactic patterns.  | 20% |
| 5 | Mechanic     | The graphic conventions of the language such as spelling, punctuation marks, capitalization, and paragraphing. | 20% |

Then, the scoring criteria are as follows:

### **1. Content**

The score of the content ranges as the followings:

16-20 categorizes as Excellent: all developing sentences support main idea.

11-15 indicates as Good: three of all developing sentences support main idea.

6-10 denotes as Fair: two of developing sentences support main idea.

1-5 relates to Poor: one of developing sentences supports main idea.

### **2. Organization**

The score of the organization ranges as the followings:

16-20 refers to Excellent: Fluent, all sentences in chronological order.

11-15 categorizes as Good: loosely organized but mostly sentences in chronological order.

6-10 indicates as Fair: not fluent, some sentences are disconnecting each other.

1-5 denotes as Poor: not fluent, few sentences are disconnecting each other.

### **3. Vocabulary**

The score of vocabulary ranges as the following:

16-20 categorizes as Excellent: effective word, choice and usage.

11-15 refers to Good: occasional errors of word, choice and usage but meaning not obscured.

6-10 relates to Fair: occasional errors of word, choice and usage, and some of the meaning obscured.

1-5 indicates as Poor: frequent errors of word, choice and usage.

#### **4. Grammar**

The score of grammar ranges as the following:

16-20 categorizes as Excellent: effective complex constructions grammar.

11-15 denotes as Good: effective but simple grammar.

6-10 relates to Fair: minor problems in simple grammar.

1-5 refers to Poor: major problems in simple grammar.

#### **5. Mechanic**

The score of the mechanic ranges as the followings:

16-20 categorizes as Excellent: all graphic conventions are correct.

11-15 indicates as Good: occasional errors of punctuation, but spelling and capitalization are correct.

6-10 denotes as Fair: occasional errors of punctuation, spelling, capitalization.

1-5 relates to Poor: frequent errors of punctuations, spelling and capitalization.

The score of writing based on five components can be calculated as follows:

|                  |                  |           |                                      |
|------------------|------------------|-----------|--------------------------------------|
| Content          | is scored        | 20        | ( if all answers are correct)        |
| Organization     | is scored        | 20        | ( if all answers are correct)        |
| Vocabulary       | is scored        | 20        | ( if all answers are correct)        |
| Language use     | is scored        | 20        | ( if all answers are correct)        |
| <u>Mechanics</u> | <u>is scored</u> | <u>20</u> | <u>( if all answers are correct)</u> |
| Total            | score is         | 100       |                                      |

**Table 3.3 Rating Sheet Score of Mean of the Pre-Test**

| Students' Codes | Variables |      |      |       |       |       |
|-----------------|-----------|------|------|-------|-------|-------|
|                 | Cont.     | Org. | Voc. | Lang. | Mech. | Total |
| 1.              |           |      |      |       |       |       |
| 2.              |           |      |      |       |       |       |
| 3.              |           |      |      |       |       |       |
| Mean            |           |      |      |       |       |       |

**Table 3.4 Rating Sheet Score of Mean of the Post-Test**

| Students' Codes | Variables |      |      |       |       |       |
|-----------------|-----------|------|------|-------|-------|-------|
|                 | Cont.     | Org. | Voc. | Lang. | Mech. | Total |
| 1.              |           |      |      |       |       |       |
| 2.              |           |      |      |       |       |       |
| 3.              |           |      |      |       |       |       |
| Mean            |           |      |      |       |       |       |

**Table 3.5 Summary of An Analysis of the Pre-Test Mean and Post-Test Mean**

| Variables | Pre-test Mean | Post-Test Mean | Increase | Percentage |
|-----------|---------------|----------------|----------|------------|
| Cont.     |               |                |          |            |
| Org.      |               |                |          |            |
| Voc.      |               |                |          |            |
| Lang.     |               |                |          |            |
| Mech.     |               |                |          |            |

The criterion above clearly led this research to evaluate the aspects of descriptive text writing based on content, organization, vocabulary, grammar, and mechanics. Each component has 20% for scoring and the range is 1-20.

### 3.9. Data Analysis

In order to get the results of this research, the data was analyzed by using some steps as follows:

1. Scoring the pre-test and post-test.
2. Finding the mean of the pre-test and post-test by using this formula:

$$\text{Md} = \frac{\sum d}{N}$$

Md refers to mean

$\Sigma$  relates to total score of the students

N refers to number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test.

(Hatch and Farhady, 2006:272)

It can be stated that the formula of the mean was used to find out whether there was an increase of students' writing descriptive text.

Meanwhile, this research was intended to find out whether the data were normally distributed or not by using normality test (SPSS 16.00). *One-Sample Kolmogrov Smirnov Formula* was used by the researcher to analyze the normality of the data.

The hypothesis of the normality test are:

$H_0$  : The distribution of the data is normal

$H_1$  : The distribution of the data is not normal.

The level on the significance used is 0.05.  $H_0$  is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). To find out whether the data is normally distributed or not, normality test was used as follows:

**Table 3.6. Test of Normality**

|          | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|----------|---------------------------------|----|------|--------------|----|------|
|          | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| pretest  | .123                            | 34 | .200 | .962         | 34 | .285 |
| posttest | .087                            | 34 | .200 | .965         | 34 | .337 |

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

From Table 3.6., as can be seen that the value of normality test in pre test (0.285) and the value of normality test in post test (0.337) was higher than 0.05. It could be concluded that  $H_0$  was accepted and  $H_1$  was rejected. In other words, the data of pre test and post test were distributed normally.

### 3.10. Schedule of the Research

During the implementation, this research took five meetings, i.e., pretest, first treatment, second treatment, third treatment, and posttest. To be more specific, the table below describes the administration of the research.

**Table 3.7. Schedule of the Research**

| Meetings  | Activity  | Description  |
|---|-----------|--|
| 1 <sup>st</sup> meeting<br>March, 28 <sup>th</sup> 2018 | Pretest   | The pretest was the writing test before the implementation of think-talk-write technique and conducted before the treatments.          |
| 2 <sup>nd</sup> meeting<br>April, 4 <sup>th</sup> 2018  | Treatment | The first treatment was administered after the pretest. In this occasion, think-talk-write technique was introduced by the researcher. |
| 3 <sup>rd</sup> meeting<br>April, 18 <sup>th</sup> 2018 | Treatment | The second treatment was administered by the researcher after the first treatment.   |
| 4 <sup>th</sup> meeting<br>April, 20 <sup>th</sup> 2018 | Treatment | The third treatment was administered by the researcher after the second treatment.   |
| 5 <sup>th</sup> meeting<br>April, 25 <sup>th</sup> 2018 | Posttest  | The posttest was conducted after the treatments. The posttest wa writing test.   |



## V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use *Think-Talk-Write* technique as an additional step in teaching writing and for those who want to conduct similar research.

### 5.1. Conclusion

In line with the results of the data analysis and discussion, the writer comes to these following conclusions:

1. *Think-Talk-Write* technique can statistically improve students' writing achievement in all aspects of writing. It is because the students were capable to get involved actively in the process of writing covering each aspect of writing. Thus, by applying *Think-Talk-Write* technique the students have more chance to think; talk; afterward, produce a piece of writing. This can be seen from the results of the research which objectively improved students' writing ability. This is true since the average score in pre-test was 54.83 and the average score in post-test was 64.95. Clearly the gain was 10.12.
2. *Think-Talk-Write* technique is effective to develop students' descriptive writing ability, in terms all aspects of writing. To be more specific, the students' achievement in each aspect of writing ranging from the highest to the lowest can be illustrated like the following:

### 2.1.Content

Regarding to the result of post test, it showed an improvement on students' content aspect since they were able to write more detail information in their writing. This is due to the fact that most of the students were able to define and illustrate more detail information to support the topic sentence.

### 2.2.Language Use

In terms of language use, the students practiced to construct simple to complex sentences when they wrote descriptive paragraph. From the result of the students' writing, the students were able to use appropriate tenses and structure in their writing.

### 2.3.Vocabulary

After administering a series of treatments, it was found out that the students could express their logic ideas and their vocabulary sufficiently vary in the arrangement and interrelationship of words. Besides, the students could use the content words properly.

### 2.4.Organization

Regarding to the results of the students' post test, it was found out that the students' composition demonstrates flow ideas and build one another. Besides, they could use transition words such as; furthermore, in addition, however, and although.

### 2.5.Mechanics

After being given treatments, the students were able to pay more attention in writing so that they could especially control the use of spelling, capitalization, and punctuation marks, such as, period and comma in their writing.

## **5.2. Suggestions**

In reference with the conclusion above, some points of recommendation are put forward as follows:

### **1. Suggestions for English teacher**

- a. When it comes to *talk* activity, it is suggested for the teacher to fully monitor the class during the discussing session in order to make the topic of group discussion still in line with the material.
- b. In talk activity, it is also suggested for the teachers to limit the time, so the students have more time in writing session.
- c. In this research, it was found that mechanics aspect had the lowest improvement among the other aspects of writing. Therefore, the teacher should apply effective strategies for improving this aspect, for example the teachers can correct and discuss more deeply during the teaching process.

### **2. Suggestions for Further Research**

- a. In this research, the researcher only focused on the increase of students' writing achievement in descriptive text. The researcher suggests other researchers to find out the effect of *Think-Talk-Write* technique in other kind of text, such as procedure, report, or hortatory exposition text.
- b. This research was conducted by using *Think-Talk-Write* technique in senior high school. Thus, the further researcher can conduct this technique for different levels of students; i.e. for university level.

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