IMPROVING ENGLISH WRITING SKILL BY USING THINK TALK AND WRITE (TTW) TECHNIQUE OF TENTH YEAR STUDENTS AT SMK NUSA PRIMA LAMASI

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

IAIN PALOPO

By

NUR KHATIMA
REG. NUMBER: 1602020071

ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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PRONOUNCEMENT

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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, *"Improving English Writing Skill by Using Think Talk and Write (Ttw) Technique of Tenth Year Students at SMK Nusa Prima Lamasi "*, is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.
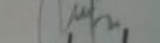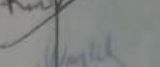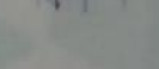
Palopo, 27 November 2021

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THESIS APPROVAL

This thesis entitled **"Improving English Writing Skill by Using Think Talk and Write (TTW) Technique of Tenth Year Students at SMK Nusa Prima Lamasi"**, which is written by **Nur Khatima, Reg. Num 16.0202.0071** English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on **Thursday, November 25th 2021**, coincided with **20th Rabiul Akhir 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, November 29th 2021

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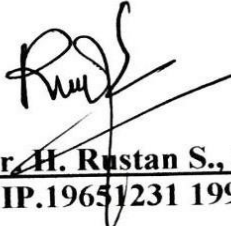   Reg. Number : 16 0202 0071

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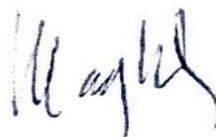
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Assalamu 'Alaikum Wr.Wb

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.
Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

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NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lampiran   : -

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Di-

    Tempat

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    Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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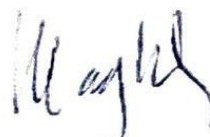
    Judul   : Improving English Writing Skill by Using Think Talk and Write

    (TTW) Technique of Tenth Year Students at SMK Nusa Prima Lamasi

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.
Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

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اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالْمُرْسَلِيْنَ سَيِّدِنَا

مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَبِهِ أَجْمَعِيْنَ.

All praise and thanks to the Almighty God Allah Swt who has been given us mercies, blessing, and opportunity so that the researcher could finish this thesis as one of the requirements for getting Degree of Sarjana Pendidikan (S.Pd.), in the English Education Study Program at State Islamic Institute of Palopo with the title "Improving English Writing Skill by Using Think Talk and Write (TTW) Technique of Tenth Year Students at SMK Nusa Prima Lamasi".

The prophet, Muhammad SAW, the great leader and good inspiration of the world revolution, may peace be upon him, his family, companions, and faithful followers.

However, the researcher is sure that this thesis would not be completed without help, support, cooperation, and encouragement from many people and institutions. Therefore, the researcher would like to express her most profound thanks to:

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The researcher also thanks the others who cannot be mentioned one by one, who have helped and supported the researcher to finish this thesis.

Finally, the researcher hopes this research will be helpful for the readers. The researcher also expects some critics and suggestions to improve this thesis
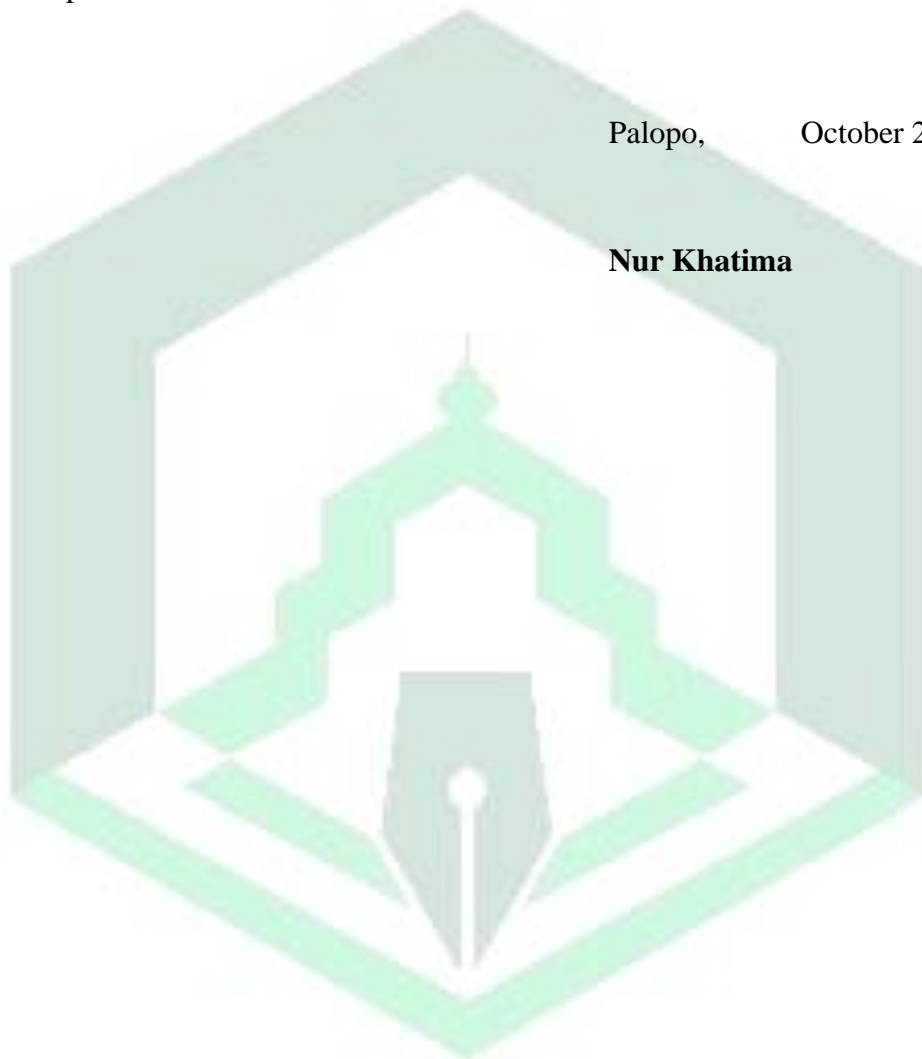
Palopo,   October 2021

Nur Khatima

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ABSTRACT

NUR KHATIMA, 2021. *"Improving English Writing Skill by Using Think Talk and Write (TTW) Technique of Tenth Year Students at SMK Nusa Prima Lamasi".* A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute for Palopo. Supervised by Rustan S and Magfirah Thayyib.

The purpose of this research is to find out whether the use Think Talk and Write (TTW) Technique effectively improves students' writing skills for the tenth-year SMK Nusa Prima Lamasi. Pre-experimental design is applied in this research and focused on one group pre-test post-test design. The population of this research is the tenth-year student of SMK Nusa Prima Lamasi in the academic year 2021/2022. The research sample was the Computer and Network Engineering (TKJ) classes that consisted of 12 students. The data were collected by giving pre-test and post-test, which wrote about the descriptive text, scoring data using five writing assessments: content, organization, vocabulary, grammar, and mechanics. To calculate and analyze student scores, the researcher used SPSS 20. The final result showed the t_{test} was higher than t_{table}, with 6.747>2.201 at a significance level of 5% (0.05) in the degree of freedom = 11. Were Null Hypothesis (H_0) has been disapproved, while an Alternative Hypothesis (H_a) is already acceptable. $t_0 > t_t$ indicates that the TTW Technique effectively improves students' writing skills on the descriptive text at SMK Nusa Prima Lamasi."

Keyword: *Writing Skill, Think Talk Write (TTW) Technique, Descriptive Text.*

CHAPTER I

INTRODUCTION

A. Background of the Research

Language has various functions in the teaching and learning process while expressing ideas, feelings, and opinions. English is an essential language of education. English has necessary because it facilitates students obtaining information and knowledge in various areas, including education, social issues, and technology.

The four skills that should be learned in English are listening, speaking, reading, and writing. One of the skills that students should learn is how to write. Students who do not know how to write may struggle to realize what they should say or write. Writing skills allow them to expire their ideas, opinions, feelings, experiences, knowledge, and thoughts.

Many students struggle to write a sentence and then expand it into a paragraph. The first issue is a lack of student motivation in writing, and therefore a lack of grammar and vocabulary. Students are challenged to express ideas in writing and sometimes cannot create complete sentences. According to the findings of the researcher's observations at SMK Nusa Prima Lamasi, there are several problems that students face when learning English, including a lack of writing skills. Students are instructed to write a sentence or word; some students cannot write, even though the words given are relatively basic. It shows that students' English writing skill is still low. This condition is caused by an

approach, technique, or method that is inappropriate for the students. As a result, teachers should improve their techniques of teaching writing.

The Think Talk and Write (TTW) Technique is learning technique teachers can use to teach writing. According to Huinker and Laughlin in Ratna Prasasti Suminar and Giska Putri, Think Talk Write Technique assists students in sharing ideas among many students in a group before trying to write.[1] It is designed to advise to think, talk, and then write about a topic. This technique supports the students in creating pieces of knowledge. This technique can help students with writing because they practice working together or cooperative learning. If the students work together, they will feel a lot better. Students can discuss in groups then share what they understand from the material given to their groups. Finally, after discussing it with their group, they can write it down on paper. According to the explanation, the researcher researched which title "Improving English Writing Skill by Using Think Talk and Write (TTW) Technique of Tenth Year Student at SMK Nusa Prima Lamasi."

B. Problem Statement

Based on the previous context, the researcher formulated the following research question:

Is the TTW Technique effectively improve students' writing skills on the descriptive text at SMK Nusa Prima Lamasi?

C. The objective of the Research

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[1] Ratna Prasasti Suminar and Giska Putri, The Effectiveness of (TTW) Think-Talk-Write Technique in Teaching Writing Descriptive Text, *Journal of English Language and Learning Vol. 2 No. 2,* 2015, p.300.

The following is the research objective:

To determine whether the Think Talk and Write (TTW) Technique effectively improves students' writing skills of the tenth-year students at SMK Nusa Prima Lamasi.

D. Significance of the Research

1. Theoretically

This research can provide information about the impact of using the TTW Technique on improving students' writing skills.

2. Practically

a. Teacher

The researcher hopes that the study's findings will inform teachers about practical teaching techniques and help students improve their writing skills.

b. Student

Using the think, talk, and write technique make it easier for students to improve their skills in writing English learning.

c. Other Researchers

Future researchers can use the TTW technique in their research, and this thesis can be used as a reference.

E. Scope of the Research

The scope of this research focused on using the Think Talk and Write (TTW) Technique to improve students' writing skills on the descriptive text in the tenth-year students of SMK Nusa Prima Lamasi.

CHAPTER II

REVIEW OF LITERATURE

A. Relevant Previous Studies

There are several previous studies in this research. One of them is a study by Leny Saili Rahmah (2017) titled "Improving Students' Score in Writing Descriptive Text through Think Talk and Write Strategy" This research aimed to improve student abilities in writing descriptive text. Qualitative analysis is applied to analyze the data. The result in this study revealed indeed there was an improvement of student writing skills through TTW Strategy as a prewriting activity. Hence almost all of the students could write descriptive text correctly.[2]

Second is Firda Hasna Hikmawati (2017) concerned about "The Implementation of Think Talk Write (TTW) Strategy to Improve the Students Writing Skills in Descriptive Text." The objective was to know the improvement of students writing achievement in writing descriptive text through TTW Strategy. This research used Class Action Research Method. The first-grade students of SMA Muhammadiyah (Plus) Salatiga in 2017/2018 as a subject. They were taught to write descriptive text through TTW Strategy. The conclusion is that the TTW Strategy improves the students writing achievement in descriptive text.[3]

The third study is Riska Indahyanti (2017). The researcher was concerned with "Improving students writing skills of a text narrative by using Think Talk

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[2] Leny Saili Rahmah, "Improving Students' Score in Writing Descriptive Text through Think Talk Write Strategy," *Internatinal Journal of English Education* 6, no 4 (October, 2017): 193.

[3] Firda hasna hikmawati, "The Implementation of Think Talk Write (TTW) Strategy to Improve the Students' Writing Skills in Descriptive Text," *Thesis IAIN Salatiga,* (Agust, 2017): 61-62

and Write Strategy in the second-semester students of English Language Education of Universitas Islam Makassar." This research aimed to improve student abilities in writing narrative text at Universitas Islam Makassar. This research used experimental methods. The subject is the second-semester students of English Language Education at Universitas Islam Makassar. The conclusion is that there is an improvement in student writing skills in narrative text after using the TTW Strategy. The TTW Strategy in learning aid in improving student writing skills in the text narrative was compelling. It means that using the TTW Strategy helps students significantly improvement of their skills in narrative text.[4]

Fourth is a study by Muhammad Faozi Baidhowi and Mundriyah Pamungkas (2020) concerned with "Teaching Writing Recount Text at Eight Grade Using Think Talk Write Technique by Digital Story Telling." The objective was to determine whether the TTW Technique improved students' writing achievement in recount text. This study used descriptive qualitative. The subject is the eighth grade in the junior high schools with twenty students. Based on the result after learning using the TTW Technique, the students could overcome their difficulties.[5]

The last is a study by Widya Sandi and Gusparia (2019) with the title "The Use of Think Talk Write (TTW) to Improve Students' Writing Skill of Narrative Text at Grade VIII[A] SMPS Johan Sentosa". This study is concerned with improving the students writing skills. It uses the CAR Method with a total sample

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[4] Riskah Indahyani, "Think Talk Write Strategy Toward Students' Writing Ability," *Journal of Language Teaching and Literature* 4, no 2. (2017): 143

[5] Muhammad Faozy Baidhowi and Mundriyah Pamungkas, "Teaching Writing Recount Text at Eight Grade Using Think Talk Write Technique by Digital Story Telling," *Professional Journal of English Education* 3, no. 6 (November, 2020): 670

is 25 students. The conclusion of the study is, there significant improvement of the students by using the TTW Technique.[6]

From the results of the above researchers, the use of the appropriate technique can improve the understanding and quality of writing students in descriptive texts. Similar to the above research, this study examined the TTW technique's in improving students writing skills.

B. The Concept of Writing

1. Writing

Writing is the last stage in language learning after listening, speaking, and reading. In other words, writing can determine whether or not students have mastered all of the previous skills. Hermer contends that writing is an essential component of the English curriculum. Writing is one of the productive skills for language use. So, English students should practice writing.[7]

Another definition from Harmer in Supiani (2017) says that writing skills are recognized as necessary in language learning. He emphasized the importance of teaching writing skills to students who are learning English. Encouragement of learning, language development, learning methods, and most importantly, writing skills as a required subject. Therefore, writing has

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[6] Widya Sandi and Gusparia, "The Use of Think Talk Write (TTW) to Improve Students' Writing Skill of Narrative Text at Grade VIII[A] SMPS Johan Sentosa," *Menara Ilmu* 13, no 8 (Juli, 2019): 110

[7] Jeremy Harmer, *How to Teach Writing* (Pearson Edition Limited, 2004)

become one of the skills needed to prepare students to communicate and acquire knowledge in information technology.[8]

According to Raimes in Muhyiddin and Maaliah (2015), writing is a subservient skill that supports spoken language development.[9] It means that speaking and writing skills should create a good communication result. Students must learn not only how to say but also how to write correctly.

Based on those definitions, writing skills can express an idea, feeling, opinion, or experience that it has read or heard in written form. It can start with a simple piece of writing and progress to the more advanced stage.

2. Components of Writing

These are some of the components in writing.[10]

a. Content

Content should be straightforward so the reader can be understanding the information. Content should be composed incoherent, sustainable and easy for the reader to understand.

b. Organization

message or idea should be organized into a sentence by the writer. And it must be sequential from beginning to end in other for the writing to be noticeable.

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[8] Supiani, "Teaching Writing Skill Through Collaborative Writing Technique," *JEELS* 4, no. 1, (May 2017): 37-38.

[9] Aziz, Muhyiddin, Eda Maaliah, "The application of think-talk-write strategy to improve the students' writing skill: a classroom action research," *Inovish Journal* 2, no. 2, (2015): 26-30.

[10] J.B Heaton, *Writing English Language Test (new edition).* (Longman inc. New York, 1998), P.135

c. Vocabulary

The component required to express words and sentences is vocabulary. A proper vocabulary selection is also essential in writing because it can assist the writer in expressing herself more clearly.

d. Grammar

Grammar is essential in writing. The grammar of a sentence determines whether it's true or false. As a result, the writer can be more careful in his writing. He is too more likely to use formal language.

e. Mechanic

Capitalization and punctuation are two components of mechanics, with the function to explain the meaning of the text, with capitalization being used to emphasize capital letters in writing. Mechanics, on the other side, are employed to divide formal sentences and other items.[11]

3. Kinds of Writing

Kane states that writing has four types. He categorizes the most common types of writing as follows:[12]

a. Expository

Expository explains the things focused on external objects, situations, and processes and explains something with relevant facts.

b. Descriptive

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[11] Ibid

[12] Thomas S. Kane, *the Oxford Essential Guide to Writing,* (New York: Oxford University Press, 2000). Pp 6-7

Descriptive is a word that is used to describe specifics of the thing or scene being described. Its writing style is centred on describing a character, event, or setting related to the experience.

c. Narrative

The narrative uses an actual sequence of events to tell a story in chronological order.

d. Persuasive

Persuasion is used for persuading the reader of the writer's recommended point of view. It is used to make a case, prove or disprove a statement or proportion, or both.

4. The Process of Writing

The writing process consists of four steps:

a. Planning

The planning stage is critical because it explains why you are writing. Making detailed notes may be required.

b. Drafting

Drafting was the process of writing all of one's ideas and thoughts on a piece of paper in rough form. This stage necessitates editing to ensure that the text is correct. It's assumed to be the first draft of the written composition.

c. Editing

Editing is the act of refining and improving the initial draft, and it is a required step in preparing a piece of literature for public consumption or publishing. Editors, According to Richard and Willy, review grammar,

spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual material such as quotations, examples, and so on.[13]

d. Final draft

A final draft is a product of writing after a writer has reviewed their draft and made any required modifications to make the final document. Because many things may have altered during the editing process, this may differ significantly from the initial plan and first draft.[14]

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

A Descriptive text is one of the text that describes and reveal a particular person, place, or thing. In her book, Barbara Fine Clouse (2004) stated, "Descriptive adds the important dimension of our lives because it moves our emotion and expands our experience".[15]

Jayanti (2019) stated, "descriptive text is a text type that we can use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc." They go on to assume that identification and description are two generic structures of descriptive text.[16]

2. Generic Structures of Descriptive Text

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[13] Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press), 2002, p. 318

[14] Jeremy Harmer, *How to Teach Writing* (Harlow: person education limited, 2004), p.4

[15] Barbara fine Clouse, The Student Write, (McGraw-Hill Companies, Inc., 2004), P 142

[16] Ade Dwi Jayanti, "Students writing ability on English descriptive text at grade VIII in SMPN 33 Padang," *English Franca* 3, no. 1 (2019): 78

According to Gerot and Wignell in Jayanti (2019), the descriptive text has two generic structures:[17]

a. Identification

To avoid statements, identification is required. This means that a writer must identify specifics. It identifies the phenomenon or subject that will be described in this context.

b. Description

It describes the specific parts, qualities, and characteristics of the phenomenon or a subject detail described.

D. Think Talk and Write (TTW) Technique

1. Definition of Think Talk and Write (TTW) Technique

The Think Talk Write (TTW) is the technique developed to assist students in practising effectively, both writing and communicating. Huinker and Laughlin were the first to propose this technique.[18] This approach is based idea that lessons are the social behaviour that advises students to think, speak, and write a specific subject. The TTW technique encourages students to influence and manipulate ideas before writing. Through structured conversations, this strategy also assists students in gathering and developing ideas.

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[17] Ibid

[18] Pratiwi Unun, Veronika, "Implementing Think Talk Write Strategy to Enhance Students of High School's Writing Skill in Narrative Text". *European Journal of Social Sciences* 57, no 4, 2019: 410.

According to Silver and Smith in Pratiwi (2019), the role and task of teachers in making effective use of the Think-Talk-Write Strategy will be achieved by suggesting and providing tasks that allow students to participate in thinking suggested and carefully listening actively.[19]

According to Huinker and Laughlin in Rahmah (2017), the think talk writes (TTW) Strategy combines time for thinking and reflection and the organization and idea testing before students are expected to write. Students can engage in thought or review debates, speak and share ideas, write, and communicate directly.[20]

According to the explanation above, the think talk writing technique is a teaching technique that allows students to develop their ideas and determine ideas that can be discussed. Talking with their friends can encourage students to share ideas to produce better ones.

2. The Advantages and Disadvantages of TTW Technique

According to Lutfiyah in Saputra and Adisaputra (2020), the Think Talk Write Technique has four advantages:

a. The students actively participate in the investigation of a problem.

b. This method facilitates the thinking, talking, and writing processes motivates the students to study hard and gather information from various sources.

c. The diverse group enhances the students' social relationships.

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[19] Ibid

[20] Leny Saili Rahmah, "Improving Students' Score in Writing Descriptive Text Through Think Talk Write Strategy," *International Journal of English and Education* 6, no. 4, (2017): 184

d. As a result of the discussion, the students can construct their knowledge.[21]

The disadvantages of the TTW Technique are as follow:

a. It is difficult to maintain control over a group discussion.

b. In a big class, it is difficult to succeed with this strategy. The teacher needs time to control the discussion group.

c. Several students struggle to express their ideas.

d. Reality does not always match expectations.[22]

3. Steps of Think Talk Write (TTW)

Three stages must be considered in this TTW technique, including thinking, speaking (discussing), and writing. The following is the explanation of the three stages:

a. Think

Students are asked to read the text in the form of descriptive questions. Students are asked to think of a possible answer and create small notes about ideas realized in reading and things not understood using their language.

b. Talk

In this stage, students are effectively allowed to discuss the findings of their investigation. Students reflect, compose, and test (negotiate sharing) ideas on group discussion activities at this step. Students' communication

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[21] Asvini, Saputra, and Hadisaputra, "The Effectiveness Of Think-Talk-Write (TTW) Strategy On Students' Writing Skill Of The Tenth Grade Students At SMKN 1 Sukasada In The Academic Year 2019/2020," *Jurnal Pendidikan Bahasa Inggris Undiksha* 8, no. 1, (2020): 22.

[22] Nofita Sari, Saunir Saun, and Rusdi Noor Rosa, "The Effect of Using The Think Talk Write Strategy In Teaching Writing An Analytical Exposition Text Toward Grade XI Students' Writing Achievement At SMA N 10 Padang," *JELT 2,* no 2, (2014): 215

progress will be visible in their group discussions, whether exchanging ideas with others or expressing their reflections.

c. Write

Students write down their ideas from the first and second stage activities at the end. This stage includes the conceptual foundation, the relationship with previous material, the completion strategy, and the solutions obtained.[23]

E. Conceptual Framework

The conceptual framework can be seen in the draft below:
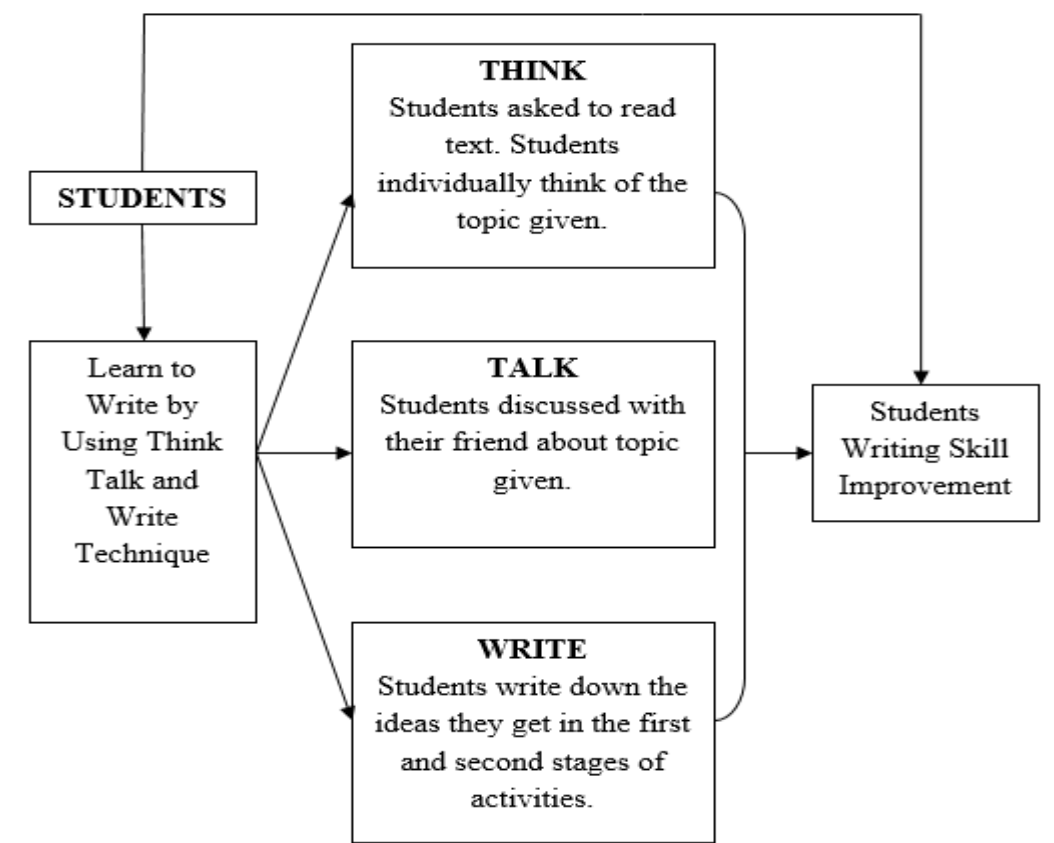
[23] Veronika Unun Pratiwi, "Implementing Think Talk Write Strategy to Enhance Students of High School's Writing Skill in Narrative Text," *European Journal of Social Sciences* 57, no. 4 (March, 2019): 410.

Writing is one of the skills that can be used to transfer information or ideas, consider appropriate grammar structure, etc. Many students face various problems when they are going to write. The problem is they are unfamiliar with some vocabulary, do not know what grammatical structure of the text, and many more. Many researchers have conducted studies to determine which strategy or technique that most effective in teaching writing. A researcher decides to use the TTW Technique for teaching writing skills on descriptive text.

F. Hypothesis

The following is the hypothesis for this research:

Ho: Think Talk Write (TTW) Technique does not improve students' writing skills on descriptive text.

Hi: Think Talk Write (TTW) Technique improve students' writing skill on descriptive text.

CHAPTER III

RESEARCH METHODS

A. Research Method

This research was used quantitatively to determine the effectiveness of the Think Talk and Write (TTW) technique to improve writing skills.

B. Research Design

The pre-experimental design was used in this research. The following is the research design:

Table 3.1 (Design *One Group Pretest – Posttest*)

Pre Test	Treatment	Post Test
O_1	X	O_2

Information:

O_1 = Pretest Score of the Experimental Group

O_2 = Posttest Score of the Experimental Group

X = Treatment with Think Talk Write Technique[24]

C. Research Setting

This research was conducted at SMK Nusa Prima Lamasi, which is located in Kec. Lamasi Kab. Luwu.

D. Population and Sample

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[24] Sugiyono, Metode Penelitian Kombinasi (Mixed Method), (cet. IV: Bandung: Alvabata, 2013), p.112

1. Population

The population was SMK Nusa Prima Lamasi at the tenth class in the academic year 2021/2022. There were three classes which consisted of three majors, namely computer and network engineering (TKJ), accounting, and light vehicle engineering (TKR). The total number population was 25 students.

2. Sample

The researcher took a sample using purposive sampling. This research sample was a Computer and Network Engineering (TKJ) class that consisted of 12 students with different ability backgrounds. The class consisted of 4 boys and eight girls.

E. Operational Definition of Variable

1. The Independent variable is Think Talk Write Technique.

The Think, Talk and Write (TTW) Technique is a learning technique that aims to increase students' comprehension skills. Students are encouraged to participate actively in the teaching-learning process using this technique.[25]

2. The dependent variable is Students' Writing Skills.

[25] Wiyaka and Irpan Subhan Ansori, "Think-Talk-Write (TTW) as a Strategy to Improve Students' Ability in Teaching Writing Descriptive Text: A Case of The Tenth Grade Students of Man Demak," *ETERNAL (English Teaching Journal)* 4, no. 1 (February, 2013): 82

Writing is indeed an activity. Before we write, we must consider what we decide to write and how we will write it. Writing is a kind of communication that refers to the procedure for putting thoughts into writing.[26]

| Think Talk Write Technique | → | Students English writing skills |
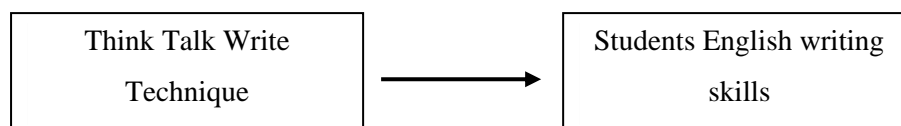
Figure 3.1 *Relations of Variables*

F. Research Instrument

The instruments of this research are as follows:

1. Pre-test

Before using the technique, students were given a pre-test to know students writing skills before treatment. In the pre-test, a teacher asked students to write a descriptive text about their friend.

2. Post-test

After the technique has been applied, students are given a post-test. The researcher instructed students to write a descriptive text about their idol.

G. Data Collection Technique

The following are the data collection technique in this research:

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[26] Oshima and Hogue, *Introduction to Academic Writing-Second Edition.* (New York: longman, 1997), p2

1. Giving Pre-test

Before starting treatment, a pre-test is given:

a. Started a lesson then explained the purpose of the research.

b. Giving a pre-test, which is intended to know students writing skills before treatment.

c. The test was only given 30 minutes to write a descriptive text about their friend.

2. Giving Treatment

The treatment consists of four meetings. The procedure is as follows:

1. The first treatment, the topic was about "cat" to the experiment class.

a. The researcher explained the descriptive text.

b. Students were asked to *(think)* their ideas about the topic given.

c. After that, students are divided into four groups.

d. The researcher gave a picture that would be discussed in the group.

e. The students share and discuss ideas or related topics with their group *(talk)*.

f. After discussing, they go back to their seat to *(write)* a good paragraph descriptive with their word based on the ideas discussed.

2. The second treatment topic was about "rabbit".

a. The researcher explained about descriptive text

b. Students are instructed to *(think)* about the topics given.

c. The researcher would also ask the students to look at their mistakes in the first treatment to get them clear about their mistakes.

d. After that, students are divided into four groups.

e. Gave a picture for students that would be discussed in their group.

f. The students share and discuss ideas or related topics *(talk)*.

g. After discussing, they go back to their seat to *(write)* a good paragraph descriptive with their word based on the ideas discussed.

3. The third treatment topic was about the "Borobudur Template" to the experimental class.

a. The materials have given about the descriptive text.

b. The researcher would help students if they still had any questions or problems related to the materials.

c. Then, the researcher would continue the activity by using the Think Talk Write Technique.

d. The students were expected to have better writing result in the first treatment.

4. The fourth treatment topic was "Beach" to the experimental class.

a. The researcher explained about descriptive text

b. Students are instructed to *(think)* about the topics given.

c. After that, the researcher divided the students into four groups.

d. The researcher gave a picture that would be discussed in the group.

e. The students share and discuss ideas or related topics with their group *(talk)*.

f. After discussing, they go back to their seat to *(write)* a good paragraph descriptive with their word built on ideas discussed.

3. Giving Post-test

Provided a post-test at the last meeting after all the material had been presented to see if they think, talk, write techniques could enhance students' writing skills. The purpose of this test is to determine the student's writing skills. The test also takes 30 minutes.

H. The technique of Data Analysis

The following is the technique of data analysis:

1. Scoring the students writing

Scoring students' writing is evaluated using the rubric. J.B Heaton explains the evaluation criteria:[27]

Table 3.2. The Component of Writing through Scoring Rubrics

Criteria	Score		Level
Content	30-27	Very good	The detail is clear, focused, and interesting, as well as complete and complex. Concentrated, the main idea stands out, and other ideas aren't dominated.
	26-23	Good	Even though the overall product isn't particularly engaging, it's clear and focused. Support is an attempt, although it might be minimal or apparent, insubstantial or broad.
	14-12	Fair	Lack of logical sequencing and development concept is confused or fragmented and a lack of purpose.
	11-9	Poor	Not fluent, lack communication skills, and it's uninteresting.
	8-5	Very poor	There is no organization, and there isn't enough to evaluate because it isn't meaningful.
Organization	20-18	very good	Ideas are expressed clearly and

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[27] J.B Heaton, *Writing English Text*, (New York: Longman,1998), p. 146

			fluidly. Encourage logical sequencing; well-organized means that the presentation's order and structure are appealing. It takes the reader on a journey through a powerful beginning, well-placed detail, and a solid ending.
	17-14	Good	Despite the reader's ability to follow what is being stated, the overall arrangement may be ineffectual at times due to poor to evident and significant concept stand out logical but incomplete sequencing.
	13-10	Fair	There is a lack of logical sequencing, and the growth is halting; the writing is fragmented, and the thoughts are overly comprehensive.
	9-7	Poor	Transitions are unstable, making the relationship between ideas hazy, incomplete, or perplexing.
	6-5	Very Poor	There is no organization, and there is insufficient information to evaluate.
Vocabulary	20-18	Very good	Practical word choice and its use are specific and accurate.
	17-15	Good	There are adequate errors of words/idioms, choices, and language use that are communicated, although they rarely pique the reader's interest. The overall meaning is simple to understand.
	14-12	Fair	The author has difficulty in making sentences because they have limited words.
	11-9	Poor	Many errors in the words used, as well as the language, is unclear and abstract. Many repetitions of words, weak verbs and some words dominate.
	8-5	Very Poor	There are many errors in the words used, colourless, wrong to be validated, and incorrect spelling.
Grammar	25-23	Very good	Complex construction consists of errors, numbers, word/function

			sequences, pronouns, and prepositions.
	22-20	Good	Practical, straightforward, minor problems in sentence construction.
	19-16	Fair	A significant problem in simple construction often occurs: agreement, strain, word/function sequence, pronouns, preposition, and fragment. Not communicating.
	15-9	Poor	It can't be understood or evaluated because of error grammar.
	8-5	Very Poor	There is almost no mastery of sentence construction rules.
Mechanic	5	Very good	It is not a problem of spelling, punctuation, capitalization, or paragraphing to demonstrate mastery of convention.
	4	Good	There were a few spelling, capitalization, and paragraphing errors that were not observed.
	3	Fair	There are a few problems in spelling, punctuation, capitalization, and paragraphing errors.
	2	Poor	There are numerous problems in spelling, grammar, and capitalization.
	1	Very Poor	Unsecured writing.

2. Classifying the students' pre-test and post-test score

Students' pre-test and post-test classifying using the following scale:

Table 3.3. The Classification Score for Test

A	90 – 100	Very Good
B	80 – 89	Good
C	70 – 79	Fair
D	60 – 69	Poor
E	Bellow 60	Very Poor

(Brown, 2004, p.287)

3. Calculating the students score rating

The student's scores were calculated by using the score rating below:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: The percentage

F: Cumulative frequency of subjects

N: Was the total number of sample[28]

4. The mean score and standard deviation of students calculating by using SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSION

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[28] L.R Gay, *Educational Research* (USA, 1981), P.225.

A. Findings

1. The Score of Students' Writing Skill in Pre-Test

Table 4.1 Students Score in Content, Organization, Vocabulary,

Grammar, and Mechanic in Pre-Test

Respondent	C	O	V	G	M	Score of Test
R1	13	12	15	12	3	55
R2	14	9	9	10	2	44
R3	9	9	14	20	3	55
R4	10	9	9	13	2	43
R5	10	9	11	10	2	42
R6	12	10	11	10	2	45
R7	11	14	13	10	3	51
R8	10	9	13	15	3	50
R9	13	12	15	12	3	55
R10	9	9	11	8	2	39
R11	8	10	11	15	2	46
R12	9	7	9	8	2	35
Total	128	119	141	143	29	560
	Mean score					46.66

a. Content

The score in content was presented in the following percentage table below:

Table 4.2 Rate Percentage Score of Students Content in Pre-Test

Classification	Score	Frequency	Percentage (%)
Very Good	30-27	0	0
Good	26-23	0	0
Fair	14-12	3	25%
Poor	11-9	7	58.33%
Very Poor	8-5	1	8.33%
Total			100%

This table shows the students' pre-test content results, which that no students did very good or good, three students (25%) did fair, seven students (58.33%) were poor, and one student (8.33%) did very poorly.

b. Organization

The organization score is the percentage in the table scores below:

Table 4.3 The Rate Percentage Score of Students' Organization in

Pre-Test

Classification	Score	Frequency	Percentage (%)
Very Good	20-18	0	0
Good	17-14	1	8.33%
Fair	13-10	4	33.33%
Poor	9-7	7	58.33%
Very Poor	6-5	0	0
Total			100%

The students' pre-test score for frequency and percentage of the organization is not students got very good. One student (8.33%) got good, four students (33.33%) got fair, seven students (58.33%) were poor, and no students got very poor.

c. Vocabulary

The vocabulary score is the percentage in the table scores below:

Table 4.4 The Rate Percentage Score of Students' Vocabulary

in Pre-Test

Classification	Score	Frequency	Percentage (%)
Very Good	20-18	0	0
Good	17-15	2	16.67%
Fair	14-12	3	25%
Poor	11-9	7	58.33%
Very Poor	8-5	0	0
Total			100%

Table 4.4 shows the students' rate percentage score of vocabulary in the pre-test that no students got very good.

d. Grammar

Students score in grammar is presented in the following table:

Table 4.5 The Rate Percentage Score of Students Grammar in Pre-Test

Classification	Score	Frequency	Percentage (%)
Very Good	25-23	0	0
Good	22-20	1	8.33%
Fair	19-16	0	0
Poor	15-9	9	75%
Very Poor	8-5	2	16.67%
Total			100%

Table 4.5 shows students' grammar scores in the pre-test. It shows that not all students got very good. One student (8.33%) was good, and no students got fair. Then nine students (75%) got poor, and two (16.67%) got very poor.

e. Mechanic

The mechanic score is the percentage in the table scores below:

Table 4.6 Students Rate Percentage of Mechanic in Pre-Test

Classification	Score	Frequency	Percentage (%)
Very Good	5	0	0
Good	4	0	0
Fair	3	5	41.67%
Poor	2	7	58.33%
Very Poor	1	0	0
Total			100%

Table 4.6 shows the score of students' mechanics in the pre-test. No students got very good, good and there five students (41.67%) got fair, seven students (58.33%) got poor and not students got very poor.

2. **The Score of Students' Writing Skill in Post-Test**

Table 4.7 Students Score of Content, Organization, Vocabulary, Grammar, and Mechanic in Post-Test

Respondent	C	O	V	G	M	Score of Test
R1	14	14	12	20	3	63
R2	13	13	15	20	3	64
R3	12	14	14	17	3	60
R4	11	14	13	18	3	59
R5	12	13	13	16	3	57
R6	14	13	15	16	3	61
R7	23	17	15	20	3	78
R8	26	18	15	22	4	85
R9	29	20	17	23	4	93
R10	23	14	11	16	3	67
R11	23	14	15	20	3	75
R12	14	14	15	16	3	62
Total	214	178	170	224	38	824
	Mean score					68.66

The students' scores in the post-test are tabulated in the following table:

a. Content

The following table is the students score in content:

Table 4.8 The Rate Percentage Score of Students Content in Post-Test

Classification	Score	Frequency	Percentage (%)
Very Good	30-27	1	8.33%
Good	26-23	4	33.33%
Fair	14-12	6	50%
Poor	11-9	1	8.33%
Very Poor	8-5	0	0
Total			100%

Table 4.8 shows a score of students' content in the post-test. These one student (8.33%) got very good, four students (33.33%) got good, and six students (50%) got fair, one student (8.33%) got poor, and no students got very poor.

b. Organization

The following table shows the students score in the organization:

Table 4.9 The Rate Percentage Score of Students' Organization in

Post-Test

Classification	Score	Frequency	Percentage (%)
Very Good	20-18	2	16.66%
Good	17-14	7	58.33%
Fair	13-10	3	25%
Poor	9-7	0	0
Very Poor	6-5	0	0
Total			100%

Table 4.9 shows the student organization's scores in the post-test. Here two students (16.67%) got very good, seven students (58.33%) got good, three students (25%) got fair, and no students got poor and very poor.

c. Vocabulary

The following table is the students score in vocabulary:

Table 4.10 The Rate Percentage Score of Students' Vocabulary in Post-

Test

Classification	Score	Frequency	Percentage (%)
Very Good	20-18	0	0
Good	17-15	7	58.33%
Fair	14-12	4	33.33%
Poor	11-9	1	8.33%
Very Poor	8-5	0	0
Total			100%

Table 4.10 shows that seven students (58.33%) got good, four students (33.33%) got fair, and one student (8.33%) became poor, with none of the students being very poor.

d. Grammar

The following table is the students score in grammar:

Table 4.11 The Rate Percentage Score of Students Grammar in Post-

Test

Classification	Score	Frequency	Percentage (%)
Very Good	25-23	1	8.33%
Good	22-20	5	41.67%
Fair	19-16	6	50%
Poor	15-9	0	0
Very Poor	8-5	0	0
Total			100%

Table 4.11 shows that one student' (8.33%) was very good, five students (41.67%) got good, six students (50%) got fair, and no students got poor and very poor.

e. Mechanic

The following table shows the students score in a mechanic:

Table 4.12 The Rate Percentage Score of Students Mechanic in Post-Test

Classification	Score	Frequency	Percentage (%)
Very Good	5	0	0
Good	4	2	16.67%
Fair	3	10	83.33%
Poor	2	0	0
Very Poor	1	0	0
Total			100%

Table 4.12 shows that no student' got very good, two students got good, ten students got fair, and no students got poor and very poor.

3. The Score Classification of Students Writing Skill in Pre-Test

The following table is the students score classification in the pre-test:

Table 4.13 The Rate Frequency and Percentage of Students Pre-Test

Classification	Score	Frequency	Percentage
Very Good	90 – 100	-	-
Good	80 – 89	-	-
Fair	70 – 79	-	-
Poor	60 – 69	-	-
Very Poor	Bellow 60	12	100%
Total		12	100%

Table 4.13 shows that were no student (0%) got very good, good, fair, poor, and twelve students (100%) got very poor.

4. The Score Classification of Students Writing Skill in Post-Test

Students score classification in post-test:

Table 4.14 The Rate Frequency and Percentage of Students Post-Test

Classification	Score	Frequency	Percentage
Very Good	90 – 100	1	8.33%
Good	80 – 89	1	8.33%
Fair	70 – 79	2	16.67%
Poor	60 – 69	6	50%
Very Poor	Bellow 60	2	16.67%
Total		12	100%

Table 4.14 shows that there one student (8.33%) very good, one student (8.33%) got good, two students (16.67%) got fair, and six students (50%) became poor, and two students (16.67%) become very poor. It showed that there significant improvement in student frequency in post-test.

5. Students Mean Score and Standard Deviation of Pre-Test and Post-Test

The mean and standard deviation score of pre-test and post-test:

Table 4.15 The Mean Score and Standard Deviation of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	46.6667	12	6.59660	1.90427
	Post-test	68.6667	12	11.48385	3.31510

According to Table 4.15, the mean score of the students' pre-test was 48.66, while the mean score of the post-test was 68.66, with a standard deviation of 6.59 in the pre-test and 11.48 in the post-test. It indicates that

there was an improvement after applying the TTW Technique to help students improve their writing skills.

Table 4.16 The Paired Sample Correlation of Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	12	.456	.137

Table 4.17 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-22.00000	10.31327	2.97719	-15.44726	-15.44726	-7.390	11	.000

The researcher obtained the data from **table 4.17** t_o (t_{count}) = 7.390 and df = 11. The value of t_t (t_{table}), according to the gay, is 2.201[29]. The standard of significance was 0.05, with (df) = 11. It can be seen that t_0 (t_{count}) was higher than t_t (t_{table}).

T_{test} = 2.201

Df   = N - 1

        = 12 - 1

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[29] Tigor Hutapea, *statistik: Teori Dan Aplikasi* (Bandung: Cet 1: (STIE-IBEK), 1995).

$$= 11$$

$$\boxed{7.390 > 2.201}$$

If $t_0 \le t_t$: the null hypothesis is accepted.

If $t_0 \ge t_t$: the null hypothesis is rejected.

Based on the result that ($t_0 > t_t$), the t_{count} is higher than t_{table}. It can be stated that the null hypothesis was rejected, and the alternative hypothesis was accepted.

B. Discussion

The researcher used five writing assessment items to formulate this research: vocabulary, content, organization, grammar, and mechanics. According to the statistical analysis findings, the significance level is 0.05 with the degree of freedom = N-1, where N = 12, df = 11. The probability value was smaller than t_t= 2.201, t_0= 7.390. ($t_0 > t_t$). According to the data analysis, the mean score of pre-test score is 46.66, and the mean post-test score is 68.66. the standard deviation for the pre-test is 6.59, and the standard deviation for the post-test is 11.48. It is effective to use the TTW Technique to improve students writing skills.

Based on the pre-test results, no student was classified as very good, good, fair, and poor. While twelve students (100%) are classified as poor, it assumes that their writing skills are still so low. After treatment in post-test, the student score shows that one student (8.33%) was classified very good, one student (8.33%) classified good, and two students (16.67%) were classified fair, six

students (50%) classified poor, and two students (16.67%) classified very poor. It indicates improvement after giving the treatment using the TTW Technique.

The Think Talk and Write (TTW) Technique effectively improves students' skills in writing. It also has the support of Leny Saili Rahmah, who conducted her research "Improving Students Score in Writing Descriptive Text through Think Talk Write Strategy". She found there is improvement in the mean of the students on writing tests. By applying the TTW Technique, students will be able to create and develop their thoughts more efficiently and write the descriptive text more quickly and efficiently. As a result, using the TTW Strategy effectively improves the students' scores in writing descriptive text.[30] Firda Hasna Hikmawati found that using the TTW Strategy in teaching writing significantly improves students' writing skills. The T-test of the cycle I am 10.00, and the t-test of cycle II is 10.26.[31]

The following a few of the student's writings result in pre-test and post-test:

1. Pre-test

The Instrument Test

Pre – Test

C = 8
O = 10
Y = 11   46
G = 15
M = 2

Name   : Jusrin

Class   : X TKJ

Instructions!

Write descriptive paragraph with theme *"your friend"* !

I have friend with name gilang he is tall and like football, gilang smart and help me always.

In the pre-test, this student indicated that all sentences were not fluent, insufficient to evaluate, and were not meaningful. He got an 8 score in content and was classified as very poor. He was fair in his organization, but his ideas were confused and unclear, so he got 10. He got 11 in vocabulary that classified poor because the students have limited vocabulary. Because the meaning was unclear, the grammar was poor, and the score was 15. Because of their capitalization errors, the mechanic got a score of 2. And the final score was 46.

2. Post-test

The Instrument Test

Post – Test

C = 23
O = 19
Y = 15
G = 20
M = 3
(75)

Name   : Justin
Class   : X TEJ
Instructions!

Write descriptive paragraph with theme your *"favorite idol"* !

" Cristiano   Ronaldo "

Cristiano Ronaldo is my favorite football player. his full name is Cristiano Ronaldo Dor Santos Aveino. He is one of the best player, he has athletic body, his favorite color is white, he is very kind, and he is very inspiring me, because i like playing footbal. I really want to meet him.

Students can write completely, clearly, and focused on content at the post-test, so his score is 23. And his organization is clear, and the order is logical. The reader quickly understands what is being said, so the score is 14. He did well in vocabulary, and the overall meaning was clear, so he received a score of 15. He received a 20 score for his grammar, which was adequate but basic. There is a

slight error in capitalization and paragraph so that the score of the mechanic was 3. The overall score is 75.

The researcher found that using TTW Technique effectively improves students' English writing skills. The advantage of this technique is that it helps students exchange ideas to more easily understand the material taught. Increase students' motivation to learn, as well as increase their enthusiasm for the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings and discussions, the researcher concluded that the TTW Technique effectively improves students writing skills at SMK Nusa Prima Lamasi. The student writing after conducting treatment using the TTW Technique shows the students mean pre-test score was 46.66, and their mean post-test was 68.66, with t_0 (t_{count}) = 7.390 and t_t (t_{table}) = 2.201. The researcher assumes that t_{count} was higher than t_{table}. Through the TTW Technique, the students were more motivated to learn, enjoy, enthusiastic, and students felt more accessible in the learning process.

B. Suggestion

1. **For the teachers**

The (TTW) Technique can be used to teach English, the teacher can divide students into two or three group discussions through the TTW Technique, and the students can express their ideas in these group discussions.

2. **For the students**

Students must focus in class, especially in learning to write descriptive texts. They can use the Think Talk and Write (TTW) Technique in the process of learning. Students can learn how to convey their ideas using the Think, Talk, and Write (TTW) Technique to improve their results.

3. **For the future researchers**

For future researchers, the (TTW) Technique can be applied in teaching writing. This research can be helpful as a reference for anyone in applying the TTW Technique in their research.

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APPEN

D
I
X
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S

APPENDIX I
THE INSTRUMENT TEST
Pre – Test

Name   :
Class   :
Instructions:

Write a descriptive paragraph with the theme *"your friend"*!

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
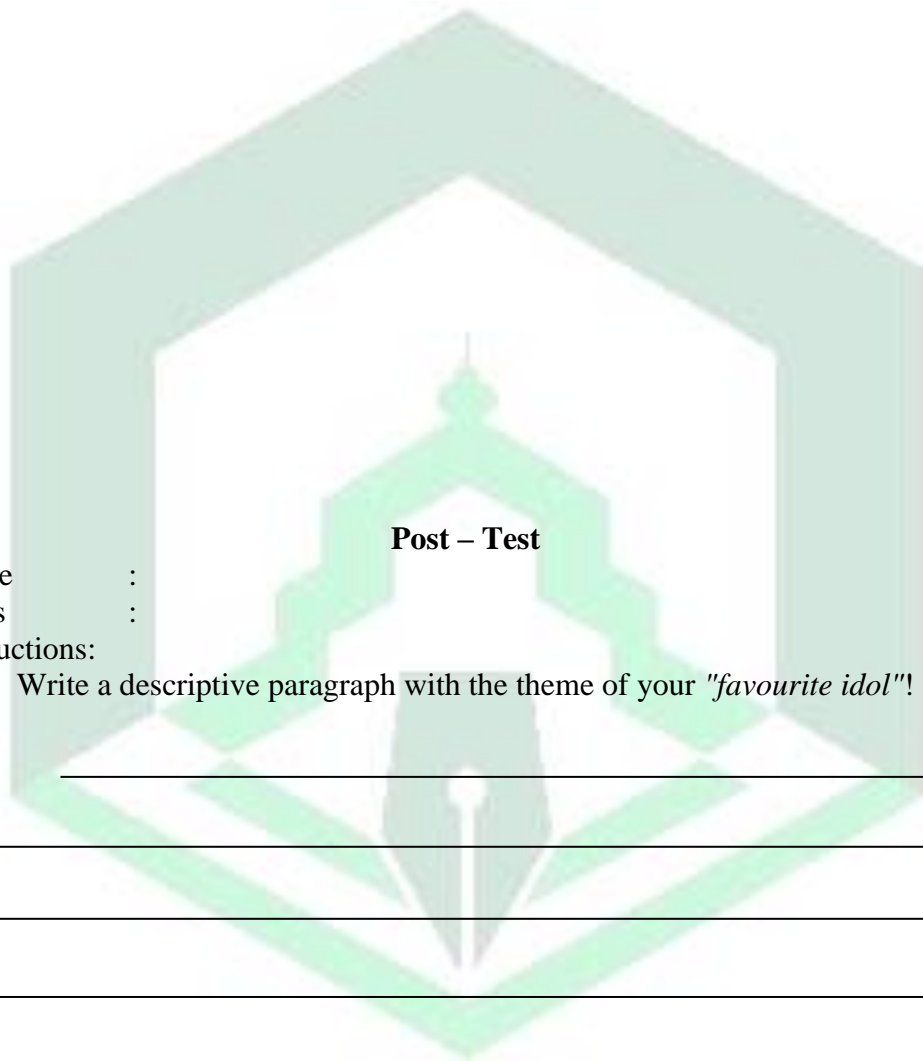
Post – Test

Name   :
Class   :
Instructions:

    Write a descriptive paragraph with the theme of your *"favourite idol"*!

_____

_____

_____

_____

_____

_____

_____

LESSON PLAN (First Meeting)

Subject   : **English**
Grade   : **X**
Time   : **1 x Meeting**
Subject Matter   : **Descriptive Text**
                         Learning Identity

A. Learning Objectives

The students can write the identification and description of the descriptive text at the end of the lesson.

B. Learning Materials and the Strategy of the Lesson

1. Learning Materials

   Write a descriptive text about "CAT".

   a. The generic structure of the descriptive text is (a) Identification: Identifying the phenomenon to be described. And (b) Description: Describing the phenomenon in parts, qualities, or/and characteristics.

   b. The language features of descriptive text are: (a) Using attributive, for example, *be (am, is, are)*, and identifying process. (b) Using adjectives and classifiers in the nominal group. (c) Using simple present tense, for example: *go, eat, fly, etc*.

   c. Task: Asking the students to write a descriptive text based on the picture below!

2. The strategy of the Lessons
   a. Theory: Cognitivism
   b. Approach: Scientific Approach
   c. Model: Direct Instruction
   d. Method: Combined (Speech, Discussion, Question, and Answer)
   e. The technique of the lesson: Problem Solving
   f. Instrument or learning logistics: Media (Worksheets, White Board, and Marker).

C. **Assessment**
   1. Test
   2. Writing

LESSON PLAN (Second Meeting)

Subject   **: English**
Grade   **: X**
Time   **: 1 x Meeting**
Subject Matter   **: Descriptive Text**
                     Learning Identity

A. **Learning Objectives**
   The students can write the identification and description of the descriptive text at the end of the lesson.

B. **Learning Materials and the Strategy of the Lesson**
   1. Learning Materials
   Write a descriptive text about "RABBIT".
   a. The generic structure of the descriptive text is (a) Identification: Identifying the phenomenon to be described. And (b) Description: Describing the phenomenon in parts, qualities, or/and characteristics.
   b. The language features of descriptive text are: (a) Using attributive, for example, *be (am, is, are)*, and identifying process. (b) Using adjectives and classifiers in the nominal group. (c) Using simple present tense, for example: *go, eat, fly, etc*.
   c. Task: Asking the students to write a descriptive text based on the picture below!

2. The strategy of the Lessons
   a. Theory: Cognitivism
   b. Approach: Scientific Approach
   c. Model: Direct Instruction
   d. Method: Combined (Speech, Discussion, Question, and Answer)
   e. The technique of the lesson: Problem Solving
   f. Instrument or learning logistics: Media (Worksheets, White Board, and Marker).

C. **Assessment**
   1. Test
   2. Writing

LESSON PLAN (Third Meeting)

Subject   : **English**
Grade   : **X**
Time   : **1 x Meeting**
Subject Matter   : **Descriptive Text**
                    Learning Identity

A. **Learning Objectives**
   The students can write the identification and description of the descriptive text at the end of the lesson.

B. **Learning Materials and the Strategy of the Lesson**
   1. Learning Materials
      Write a descriptive text about "Borobudur Template".
      a. The generic structure of the descriptive text is (a) Identification: Identifying the phenomenon to be described. And (b) Description: Describing the phenomenon in parts, qualities, or/and characteristics.
      b. The language features of descriptive text are: (a) Using attributive, for example, *be (am, is, are)*, and identifying process. (b) Using adjectives and classifiers in the nominal group. (c) Using simple present tense, for example: *go, eat, fly, etc*.
      c. Task: Asking the students to write a descriptive text based on the picture below!

2. The strategy of the Lessons
   a. Theory: Cognitivism
   b. Approach: Scientific Approach
   c. Model: Direct Instruction
   d. Method: Combined (Speech, Discussion, Question, and Answer)
   e. The technique of the lesson: Problem Solving
   f. Instrument or learning logistics: Media (Worksheets, White Board, and Marker).

C. **Assessment**
   1. Test
   2. Writing

LESSON PLAN (Fourth Meeting)

Subject : **English**
Grade : **X**
Time : **1 x Meeting**
Subject Matter : **Descriptive Text**
                     Learning Identity

A. **Learning Objectives**
   The students can write the identification and description of the descriptive text at the end of the lesson.

B. **Learning Materials and the Strategy of the Lesson**
   1. Learning Materials
      Write a descriptive text about "Beach".
      a. The generic structure of the descriptive text is (a) Identification: Identifying the phenomenon to be described. And (b) Description: Describing the phenomenon in parts, qualities, or/and characteristics.
      b. The language features of descriptive text are: (a) Using attributive, for example, *be (am, is, are)*, and identifying process. (b) Using adjectives and classifiers in the nominal group. (c) Using simple present tense, for example: *go, eat, fly, etc*.
      c. Task: Asking the students to write a descriptive text based on the picture below!

2. The strategy of the Lessons
   a. Theory: Cognitivism
   b. Approach: Scientific Approach
   c. Model: Direct Instruction
   d. Method: Combined (Speech, Discussion, Question, and Answer)
   e. The technique of the lesson: Problem Solving
   f. Instrument or learning logistics: Media (Worksheets, White Board, and Marker).

C. **Assessment**
   1. Test
   2. Writing

APPENDIX III
STUDENTS WORKSHEET

1.   The student's scores in the pre-test and post-test

The Instrument Test

Pre – Test

Name : Gilang

Class : X TKj

Instructions!

C = 9
O = 7
Y = 9
G = 18
M = 12

35

Write descriptive paragraph with theme *"your friend"* !

I have a friend silva named, she — white
skin, beautifull, good Like helps. ~~characteristic~~
she has hair Long, pace white, I comic, emacinated.

(teacher annotations: named silva, has, a, and heippul, long hair and white face, 777, 777)

The Instrument Test

Post – Test

Name : Gilang

Class : X TKj

Instructions!

C = 14
O = 14
Y = 15
G = 16
M = 3

62

Write descriptive paragraph with theme your *"favorite idol"* !

" Stevan william "

my idol name is stevan william his full name
is stevan william umboh. He is usually called
stevan william. He was born — 11 th Augt 1993.
he has white skin. Black and short hair. she has
pointed ~~Nosee~~ Nose.

(teacher annotations: M, S, on, H, b, S, n)

The Instrument Test

Pre – Test

Name   : Vandi

Class   : X TKJ

C = 9
O = 9
Y = 11
G = 8
M = 2

(39)

Instructions!

Write descriptive paragraph with theme *"your friend"* !

I Have a Friend good Person, helppuL and the poeple ar friendly, NameLy the named andi. He is Tall and like Badminton.

The Instrument Test

Post – Test

Name   : Vandi

Class   : X TKJ

C = 23
O = 19
Y = 11
G = 16
M = 3

(67)

Instructions!

Write descriptive paragraph with theme your *"favorite idol"* !

" Lionel messi "

Lionel messi is my Fafont idol, messi is one of the best football player in the word. Lionel messi has fain skin, his hair is straight and the color is dark brown. his body is atheletic. For me, he is very discrine. he is a member of FC Barcelona.

The Instrument Test

Pre – Test

Name : Haikal.

Class : X TKJ

Instructions!

C = 10
O = 9
V = 13
G = 15
M = 3

(50)

Write descriptive paragraph with theme *"your friend"* !

I

My have friend silva, white, ~~beau~~ beautiful,
~~named~~ ~~she's~~

good, like, help. characteristics hair long, paye white,
~~helpful~~ ~~Her~~ ~~has, long hair~~ ~~white face~~

nice, silva good people, like help.
~~and helpful~~

The Instrument Test

Post – Test

Name : Haikal

Class : X TKJ

Instructions!

C = good (26)
O = Very Good (18)
V = Good (15)
G = Good (22)
M = Good (4)

(85)

Write descriptive paragraph with theme your *"favorite idol"* !

" Justin ~~bie~~ beiber "

Justin beiber is my idol, Justin was born on March
1, 1994 in london. His full name is Justin Drew
beiber. He is the son of Jeremy Jack beiber
and patricia Mallette. He has brown ~~her~~ hair
and sharp nose. He is very handsome. Justin
is singer, actor and song writer.

The Instrument Test

Pre – Test

Name   : Iren

Class   : X TKJ

Instructions!

C = 11
O = 19
V = 13
G = 10
M = 3

(81)

Write descriptive paragraph with theme *"your friend"* !

My Friend *named* ~~is~~ Milka, she *is* beautifull and smart, milka *not* no tall and she ~~like~~ *like to* help *her* Friend; *M.* milka *is* my best Friend, She like cat, *and* She *is* kind. ~~~~ Person.

The Instrument Test

Post – Test

Name   : Iren

Class   : X TKJ

Instructions!

C = 23
O = 17
V = 15
G = 20
M = 3

(78)

Write descriptive paragraph with theme your *"favorite idol"* !

" *M* my mother is beautifull, ther full name is ~~friend~~ ??? my ~~friend~~ mother was born in lamasi on June 28, 1966. Her tall and she has a black hair. Her eyes are black, my mother has a brown scin color. my mother is not fat and skinny *to* too.

My my mother is very patient and loves to help People, I love my mother.

The Instrument Test

Pre – Test

C = 13
O = 12
Y = 15
G = 12
M = 3

55

Name   : Ulan Dari

Class   : X TKJ

Instructions!

Write descriptive paragraph with theme *"your friend"* !

I have friend name siska she is beautiful. she and kind. she has long hair and smart; her skin is white and she like reading a book.

The Instrument Test =

Post – Test

C = 14
O = 14
Y = 12
G = 20
M = 3

63

Name   : Ulan Dari

Class   : X TKJ

Instructions!

Write descriptive paragraph with theme your *"favorite idol"* !

Natasha Wilona

My favorite idol is Natasha. Her full name is Natasha wilona. She is actress and model. she is very beautiful. she has pointed nose, black hair and long hair, Natasha has white skin.

The Instrument Test

Pre – Test

Name   : RAHMATIA

Class   : X TKJ

Instructions!

C = 14
O = 9
V = 9
G = 10
M = 2
(44)

Write descriptive paragraph with theme *"your friend"* !

MY Friend's

I have a Friend my Friend's Name is lili she is a

smart, long *tall* ~~Poiite~~ Person, *and* she has long hair.

she is Poiite and well has a god body. and

The Instrument Test

Post – Test

Name   : RAHMATIA

Class   : X TKJ

Instructions!

C = 13
O = 13
V = 15
G = 20
M = 3
(64)

Write descriptive paragraph with theme your *"favorite idol"* !

"my sister"

I Have old sister, Her name is maia she is old

than me. she has black hair and Pointed nose,

She has white skin, She is Kind and she is

not tall. she like to buy Food and she

like traveling. my sister is my idol.

The Instrument Test

Pre – Test

Name : Gita

Class : X TKJ

Instructions!

C = 9
O = 9
V = 14
G = 20
M = 3

$\widehat{55}$
2

Write descriptive paragraph with theme *"your friend"* !

~~Gita~~

I have a friend named Jeni. She is beautiful, friendly, Polite, kind. *and* helpful to others. every day Jeni always takes care of flowers.

The Instrument Test

Post – Test

Name : Gita

Class : X TKJ

Instructions!

C = 12
O = 14
V = 14
G = 17
M = 3

$\widehat{60}$
2

Write descriptive paragraph with theme your *"favorite idol"* !

my mother

M my mother is beautiful and kind, She *has* ~~have~~ black hair and and ~~the too~~ brown skin, my mother like cooking *without point* and she like clean the house everyday. I really love *m* my mother.

The Instrument Test

Pre – Test

Name   : NUR JANNA

Class   : X TKJ

C = 10
O = 9
V = 9
G = 13
M = 2

(43)

Instructions!

Write descriptive paragraph with theme *"your friend"* !

Resty She beautiful somewhat sooly one;

high hair Long dece

I have a friend. friend's named is

Resti. she's nice, smart. smart, has long hair,

Polite nice bodi.

The Instrument Test

Post – Test

Name   : NUR JANNA

Class   : X TKJ

C = 11
O = 14
V = 13
G = 18
M = 3

(59)

Instructions!

Write descriptive paragraph with theme your *"favorite idol"* !

My father

My father name is salman, My Father

is tall he has black hair and he

has brown skin.

My father Job is farmer, and my Father

is my idol.

The Instrument Test

Pre – Test

C = 12
O = 10
V = 11
G = 10
M = 2

(45)

Name   : Andi

Class   : X TKJ

Instructions!

Write descriptive paragraph with theme *"your friend"* !

My ~~name~~ friend ~~Andi~~, he is good Person, like help,
and he too friendly, to. Ridwan is tall and has back hair.

Friend named Ridwan ... *helpful*

~~my~~

The Instrument Test

Post – Test

C = 14
O = 13
V = 15
G = 16
M = 3

(67)

Name   : Andi

Class   : X TKJ

Instructions!

Write descriptive paragraph with theme your *"favorite idol"* !

"Jefri Nicol"

~~Post - Test~~ Jefri Nichol is an actor and model. He
was ~~born~~ in Jakarta, January. 15, 1999, His hobby
is swimming, He is handsome and kind person.
He has black hair and white skin. He is tall
and he is very inspiring.

The Instrument Test

Pre – Test

Name : neimi

Class : X TK)

Instructions!

C = 10
0 = 9
V = 11
G = 10
M = 2

(42)

Write descriptive paragraph with theme *"your friend"* !

I have a friend named Resty. she is kind beautiful, and help. ~~&~~ ~~to~~ smart. long haired, polite and she is polite person Person ~~my~~ .

[corrections in red: helpful and, she has long hair]

The Instrument Test

Post – Test

Name : neimi

Class : X TK)

Instructions!

C = 12
0 = 13
V = 13
G = 16
M = 3

(57)
2

Write descriptive paragraph with theme your *"favorite idol"* !

My idol

my mother is my idol. my mother name is ~~&~~ tina ~~my my~~

she is beautiful and kind, she have black hair and white skin. I really love my mother

[corrections in red: M on My, has]

The Instrument Test

Pre – Test

Name : Milka

C = 13
O = 12
V = 15
G = 12
M = 3

55

Class : X TKJ

Instructions!

Write descriptive paragraph with theme *"your-friend"* !

I have Friend, on his name Haikal.
Haikal [is] naughty [and he has] black hair, he [has black skin] skin black but [and]
like [helpful] help, [bad] [he is] smart and like Football. [playing]

The Instrument Test

Post – Test

Name : Milka

C = 29
O = 20
V = 17
G = 23
M = 4

93

Class : X TKJ

Instructions!

Write descriptive paragraph with theme your *"favorite idol"* !

" MY Mother "

MY Mother name is Heni, She is a Very good Person, as a mother.

My mother has black hair, my mother is very beautiful and she has brown skin, my mother like smile and she is Very lovely and kind.

my mother like cooking and cleand the House. [h]

My mother is good example to me and my brother.

The Instrument Test

Pre – Test

Name   : Jusrin

Class   : X TkJ

Instructions!

C = 8
O = 10
Y = 11
G = 15
M = 2

46

Write descriptive paragraph with theme *"your friend"* !

I have friend with name gilany, but he is tall and like football, & gilany smart and help me always.

The Instrument Test

Post – Test

Name   : Jusrin

Class   : X TkJ

Instructions!

C = 23
O = 14
Y = 15
G = 20
M = 3

75

Write descriptive paragraph with theme your *"favorite idol"* !

" Cristiano Ronaldo "

Cristiano Ronaldo is my favorite football player. hir full name is Cristiano Ronaldo Dor Santos Averino. He is one of the best player, he has athletic body, hir favorite color is white, he is very kind, and he is very inspiring me, because i like playing footbal. & I really want to meet him.

Figure 1: Students doing a pre-test

Figure 2: The first treatment

Figure 3: The second treatment

Figure 4: The third treatment

Figure 5: The fourth treatment

Figure 6: Students doing post-test

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 103/PENELITIAN/21.08/DPMPTSP/IV/2021
Lamp : -
Sifat : Biasa
Perihal : *Permohonan Izin Penelitian*

Kepada
Yth. Ka SMK Nusa Prima Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0964/In.19/FTIK/HM.01/04/2021 tanggal 20 April 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	:	Nur Khatima
Tempat/Tgl Lahir	:	Palopo / 04 Agustus 1997
Nim	:	16 0202 0071
Jurusan	:	Bahasa Inggris / FTIK
Alamat	:	Jl. Sultan Hasanuddin Km 11
		Battang
		Kecamatan Wara Barat

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

IMPROVING ENGLISH WRITING SKILL BY USING THINK TALK AND WRITE (TTW) TECHNIQUE OF TENTH YEAR STUDENTS AT SMK NUSA PRIMA LAMASI

Yang akan dilaksanakan di **SMK NUSA PRIMA LAMASI**, pada tanggal **23 April 2021 s/d 23 Mei 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

1 2 0 2 1 1 9 3 1 5 0 0 0 1 0 5

Diterbitkan di Kabupaten Luwu
Pada tanggal : 23 April 2021
Kepala Dinas

Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Nur Khatima;
5. Arsip.

64

DINAS PENDIDIKAN
SMK NUSA PRIMA LAMASI

Alamat: jl.sadar desa to'pongo kec.lamasi kab.luwu Provinsi sul-sel

Kode Pos : 91952 Email : smknusaprimalamasi@gmail.com/HP. 081342001459

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 031/DISDIK/SMK-NP.L/VI/2021

Yang bertanda tangan dibawah ini Kepala Sekolah SMK Nusa Prima Lamasi memberikan keterangan kepada :

Nama	: **Nur Khatima**
NIM	: 16 0202 0071
Alamat	: Jl. Sultan Hasanuddin Km 11 Battang Kecamatan Wara Barat

Benar-benar telah selesai mengadakan penelitian , pada tanggal **10 Juni 2021** di instansi kami sehubungan dangan penyusunan skripsi dengan judul **"IMPROVING ENGLISH WRITING SKILL BY USING THINK TALK AND WRITE (TTW) TEACHNIQUE OF TENTH   YEAR STUDENTS AT SMK NUSA PRIMA LAMASI"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Luwu, 10 Juni 2021
Kepala Sekolah,

Dra. Matampa Bau' T.A,MM.Pd
NIP.19670615 200701 2 031

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan
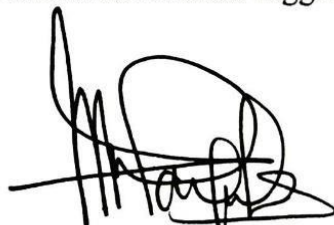
Nama	:	Nur Khatima
Nim	:	16 0202 0071
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Jl. Sultan Hasanuddin / 082 344 125 379

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 26 Juli 2021
Ketua Prodi
Pendidikan Bahasa Inggris

Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo
Email:FTIK@iainpalopo.ac.id Web:ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Khatima

Nim   : 16 0202 0071

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 29 September 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

BIOGRAPHY

Nur Khatima, was born in Palopo on August 4th 1997. She is the daughter of Subadir and Marhamah. She is the first child of 2 siblings. She is live in Sultan Hasanuddin Street Km. 11 Battang Palopo. She was graduated from SDN 441 Mappatongko in 2010, and then she studied in Junior High School No. 11 Palopo until 2013. After that, she was graduated from Vocational High School No. 1 Palopo in 2016, and she continued her study at the State Islamic Institute of Palopo as an English Department student. At the end of the study at the State Islamic Institute of Palopo, she wrote a Thesis entitled **"Improving English Writing Skill by Using Think Talk and Write (TTW) Technique of Tenth Year Students at SMK Nusa Prima Lamasi".**