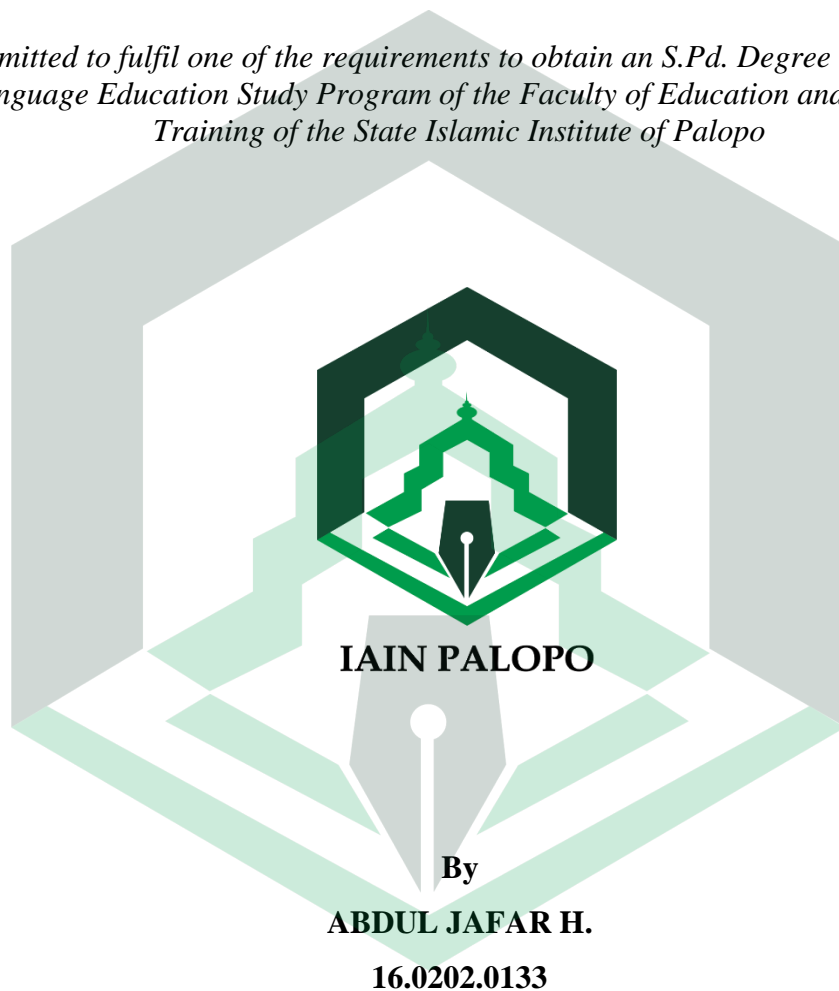


**THE EFFICACY OF THINK TALK WRITE (TTW) STRATEGY IN  
IMPROVING WRITING SKILL FOR TEENAGERS (16<sup>TH</sup>-17<sup>TH</sup>) AT  
BATU WALENRANG PALOPO**

*A Thesis*

*Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English  
Language Education Study Program of the Faculty of Education and Teacher  
Training of the State Islamic Institute of Palopo*

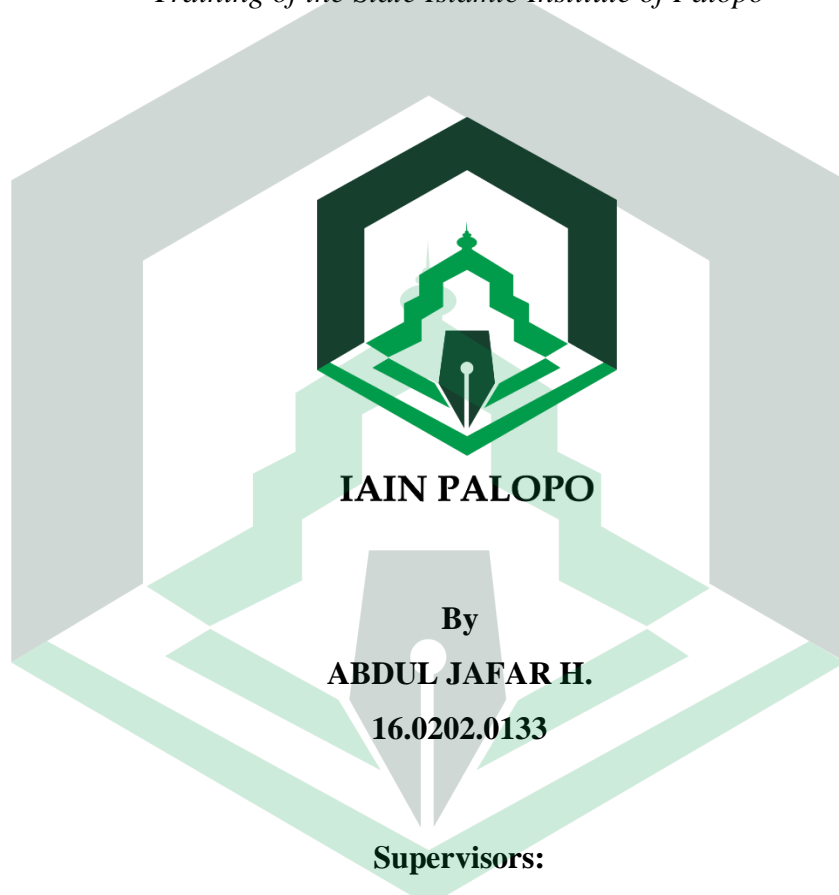


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
2020**

**THE EFFICACY OF THINK TALK WRITE (TTW) STRATEGY IN  
IMPROVING WRITING SKILL FOR TEENAGERS (16<sup>TH</sup>-17<sup>TH</sup>) AT  
BATU WALENRANG PALOPO**

*A Thesis*

*Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English  
Language Education Study Program of the Faculty of Education and Teacher  
Training of the State Islamic Institute of Palopo*



- 1. Dr. Masruddin, S. S., M. Hum**
- 2. Dewi Furwana, S. Pd. I., M. Pd**


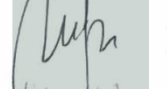
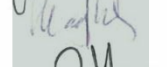


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
2020**

## THESIS APPROVAL

This thesis entitled “**The Efficacy of Think Talk Write (TWW) Strategy in Improving Writing Skill for Teenagers (16<sup>th</sup>-17<sup>th</sup>) at Batu Walenrang Palopo**” Which is Written by **Abdul Jafar H, Reg. Number. 16.0202 0133**, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Wednesday, 11<sup>th</sup> of November 2020 M**, coincided with **25<sup>th</sup> Rabi’ul awwal 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

**Palopo, 11<sup>th</sup> November 2020 M**  
**25<sup>th</sup> Rabi’ul Awwal 1442 H**

### COMMITTEE OF EXAMINATION

- |                                       |               |   |
|---------------------------------------|---------------|---|
| 1. Amalia Yahya, S.E., M.Hum.         | Chairman      | (  )  |
| 2. Dr. Jufriadi, S.S., M.Pd.          | Examiner I    | (  ) |
| 3. Dr. Magfirah Thayyib, S.S., M.Hum. | Examiner II   | (  ) |
| 4. Dr. Masruddin, S.S., M. Hum.       | Consultant I  | (  ) |
| 5. Dewi Furwana, S.Pd. I., M.Pd.      | Consultant II | (  ) |

Approved by,

**The Rector of IAIN Palopo  
The Dean of Tarbiyah and  
Teacher Training**



**Dr. Nurdin K. M.Pd.**  
NIP 19681231 199903 1 014

**The Head of the English  
Study Program**



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

## NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 13 Oktober 2020

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu 'Alaikum Wr. Wb*

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

Nama : Abdul jafar H  
NIM : 16.0202.0133  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : **The Efficacy of Think Talk Write (TTW) Strategy in Improving Writing Skill for Teenagers (16<sup>th</sup>-17<sup>th</sup>) at Batu Walenrang Palopo**

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr. Wb*

**Pembimbing I**



**Dr. Masruddin, S.S., M. Hum**  
NIP: 19800613 200501 1 005

**Pembimbing II**



**Dewi Furwana, S.Pd. I., M. Pd**  
NIP: 19870831 201503 2 006

**CONSULTANT APPROVAL**

Thesis Entitled **The Efficacy of Think Talk Write (TTW) Strategy in Improving Writing Skill for Teenagers (16<sup>th</sup>-17<sup>th</sup>) at Batu Walenrang Palopo**

Written By :

Name : Abdul Jafar H  
Reg.Number : 16.0202.0133  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 13 Oktober 2020

**Consultant I**



**Dr. Masruddin, S.S., M. Hum**  
NIP: 19800613 200501 1 005

**Consultant II**



**Dewi Furwand, S.Pd. I., M. Pd**  
NIP: 19870831 201503 2 006

**EXAMINER APPROVAL**

Thesis Entitled **The Efficacy of Think Talk Write (TTW) Strategy in Improving Writing Skill for Teenagers (16<sup>th</sup>-17<sup>th</sup>) at Batu Walenrang Palopo**

Written By :


Name : Abdul Jafar H  
Reg.Number : 16.0202.0133  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education

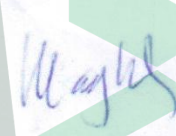
Has been corrected and approved to be Munaqasyah examined.

Palopo, 10<sup>nd</sup> November 2020

**Examiner I**

**Examiner II**

  
**Dr. Jufriadi, S.S., M.Pd.**  
NIP 19720727200604 1 002

  
**Dr. Magfirah Thayyib, S.S., M.Hum.**  
NIP 19850719 201801 2 001

## PRONOUNCEMENT

Signature By:

Name : Abdul Jafar H.  
Reg. Number : 16 0202 0133  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

Truly state that:

1. This thesis is the result of my own work, not plagiarism or duplication of other people's work which I acknowledge as my own writing or thoughts.
2. All parts of this thesis are my own work apart from the quotations indicated by the source. All mistakes and mistakes in it are my responsibility.

If in the future this statement is not true, then I am willing to accept administrative sanctions for this act and the academic degree I have received is therefore canceled.

Thus, this statement is made to be used properly.

Palopo, 9 November 2020

Researcher



Abdul Jafar H.  
NIM. 16 0202 0133

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

Praise our gratitude for the presence of Allah SWT for His blessing and guidance so that researcher can complete this thesis. Researcher never forget to send prayers and peace to the prophet Muhammad SAW, his family, his friends, and all His faithful followers carry out Allah's commands and avoid His prohibitions. Researcher realized that there are still many shortcomings in this research. Researcher expect criticism and suggestions so that this thesis can be useful for readers.

The researcher realized that this thesis could not be finished without helping from the others, the researcher also would like to express his deepest thanks to:

1. Prof. Abdul Pirol, M.Ag as the Rector of IAIN Palopo
2. Dr. Nurdin K., M. Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, SE., M. Hum as the Head of English Study Program of Tarbiyah and Teacher Training Faculty English Department of IAIN Palopo who always gives support and idea to the researcher during studying at IAIN Palopo



4. Dr. Masruddin, S.S., M. Hum and Dewi Furwana, S. Pd. I., M. Pd as the first consultant and second consultant who has taught, advised, delivered guidance, explanation, suggestion, for the improvement of this thesis.
5. Dr. Jufriadi, S.S., M. Pd and Dr. Magfirah Thayyib, S.S., M. Hum as the first examiner and the second examiner who have provided many directions in the completion of this thesis.
6. Jufriadi, S.S., M. Pd as an academic advisor.
7. All the lecturers as well as the staff of IAIN Palopo. A million thanks for guidance, attention, knowledge, and motivation in the learning process
8. Madehang, S.Ag., M.Pd. as the head of the library along with employees and employees within the scope of IAIN Palopo. which has been of great help, especially in gathering literature related to this thesis discussion.
9. Headmaster and English teachers at Batu Walenrang Palopo, which helps gather teenagers and provides opportunities for researchers to conduct this research.
10. Students at Batu Walenrang, Palopo City who have collaborated with researchers in the process of completing this research.
11. The researcher's parents and family who always motivate, support the researcher in finishing this thesis.
12. To all friends in arms, students of the 2016 IAIN Palopo English study program (especially class D dan AMS SQUAD) Rosmita, S.Pd, Ashar Daung Allo S.Pd, Nur Ahmad Hidayat S.Pd, Andika, S.Pd. Wiraldi, S.Pd. Muharram S.Pd. Musdalipa, S.Pd. Rosmiati, S.Pd. Reski, Windayanti,

Jubeda, who always give the researcher support, and help.

Researcher realize that this thesis will not be completed without their support. May Allah SWT reward all those who help researcher. Researcher hope that this thesis can be useful for readers, religion, and the country. **Aamiin.**

Palopo 20 Oktober 2020



Abdul Jafar H.  
NIM 16 0202 0133



## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>THESIS APPROVAL</b> .....	<b>ii</b>
<b>NOTA DINAS PEMBIMBING</b> .....	<b>iii</b>
<b>CONSULTAN APPROVAL</b> .....	<b>iv</b>
<b>EXAMINER APPROVAL</b> .....	<b>v</b>
<b>PRONOUNCEMENT</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLE</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>ABSTRACT</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Research .....	1
B. Problem Statement .....	3
C. The objective of the Research .....	4
D. The Significance of the Research.....	4
<b>CHAPTER II REVIEW OF THE RELATED LITERATURE</b> .....	<b>5</b>
A. Previous Studies .....	5
B. Some Partinents Ideas .....	8
1. Definition of Writing.....	8
2. Component of Writing.....	9
3. Process of Writing .....	10
4. Descriptive text.....	11
5. Kind of descriptive text .....	12
6. The Charactereristic of Descriptive text.....	13
7. Definition of think talk write.....	14
C. Conceptual Framework .....	17
D. Hypothesis .....	18
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>19</b>
A. Research Method.....	19
B. Location and Time of Research.....	19
C. Operational Defenition Variable .....	20
D. Population and Sample .....	20
E. The procedure for Collecting Data.....	21
F. The instrument of the Research.....	26

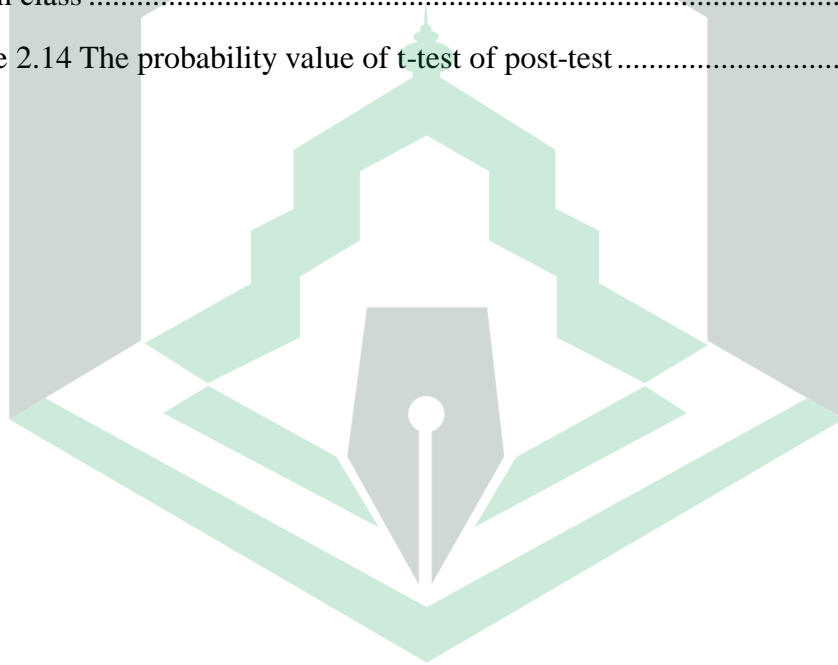
G. The technique of Data Analysis .....	27
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSIONS.....</b>	<b>30</b>
A. Findings.....	30
B. Discussion .....	37
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>43</b>
A. Conclusion .....	43
B. Suggestions .....	43

**BIBLIOGRAPHY**  
**APPENDICES**



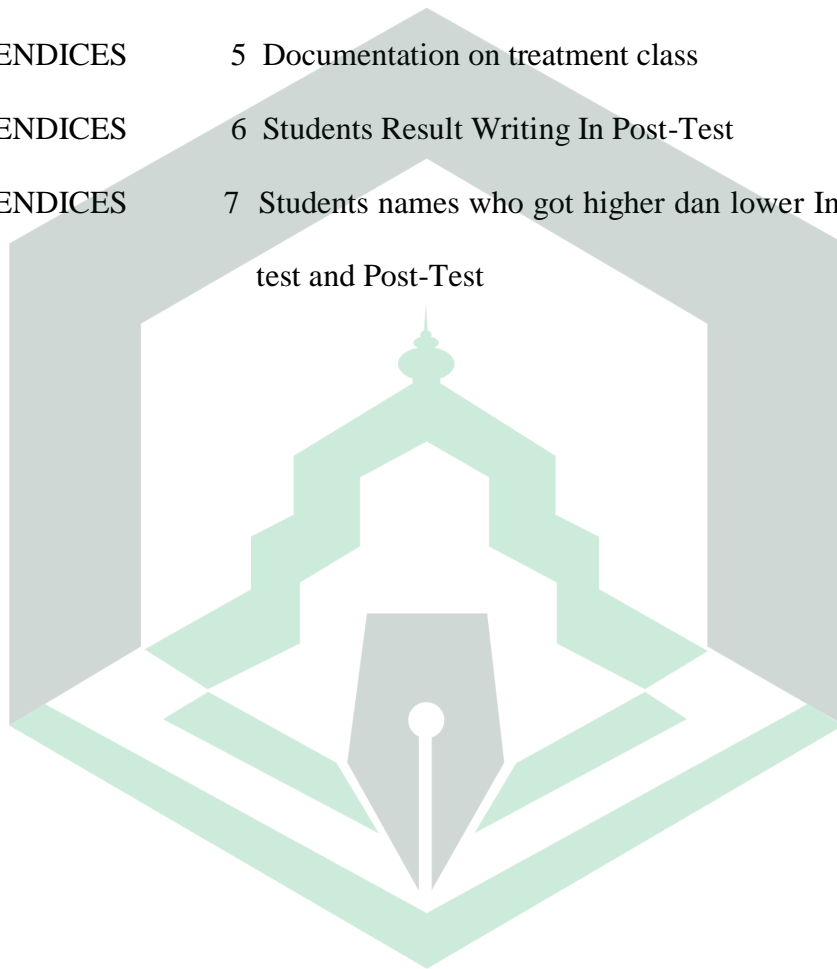
## LIST OF TABLE

Table 1.1 Scoring uses USL Composition .....	27
Table 1.2 Classification rubric score.....	29
Table 2.1 Teenager's pretest and post-test result in class.....	30
Table 2.3 Teenager's pretest and post-test result in term of content.....	31
Table 2.5 Teenager's pretest and post-test result in term of organization.....	32
Table 2.7 Teenager's pretest and post-test result in term of vocabulary .....	33
Table 2.9 Teenager's pretest and post-test result in term of language use .....	34
Table 2.11 Teenager's pretest and post-test result in term of mechanics.....	35
Table 2.13 The mean score and standard deviation of teenagers pretest and post-test in class .....	36
Table 2.14 The probability value of t-test of post-test .....	37



## LIST OF APPENDICES

- |            |   |
|------------|---|
| APPENDICES | 1 Validity text and reability                                       |
| APPENDICES | 2 Lesson Plan Consist Six Meetings                                  |
| APPENDICES | 3 Material of Treatment Consist Six Meetings                        |
| APPENDICES | 4 Students Result Writing In Pretest                                |
| APPENDICES | 5 Documentation on treatment class                                  |
| APPENDICES | 6 Students Result Writing In Post-Test                              |
| APPENDICES | 7 Students names who got higher dan lower In Pre-test and Post-Test |



## ABSTRACT

**ABDUL JAFAR H, 2020. *The Efficacy of Think Talk Write (TTW) Strategy In Improving Writing Skill For Teenagers (16<sup>th</sup>-17<sup>th</sup>) At Batu Walenrang Palopo.* English Study Program Tarbiyah and Training Fakultas of State Institute for Islamic Studies (IAIN) Palopo. Supervised by; (1) Dr. Masruddin, S. S., M. Hum. (2) Dewi Furwana, S. Pd. I., M. Pd.**

This research about the efficacy of think talk write Strategy in improving writing skill for teenagers at Batu Walenrang Palopo. The purpose of this research is to find out whether or not the use of think talk write Strategy is effective in improving writing skill for teenagers (16<sup>th</sup>-17<sup>th</sup>) at Batu Walenrang Palopo. This research applied the pre-experimental method, the research is carried out in one class, the population of this research is teenagers at Batu Walenrang Palopo. The sample of this research are nine teenagers (16<sup>th</sup>-17<sup>th</sup>) at Batu Walenrang Palopo. The sampling technique in this research is the total sampling technique. The instrument of this research is writing test. The researcher gives pretest and post-test to the teenagers. The data are analyzed using Spss 20. The result of this research shows that the use of think talk write strategy is effective in writing. It could be proved from the result of the calculation that students score in the post-test is higher than students score in the pretest. The mean score in Post-test is higher than the mean score of the pretest  $P=0.003 > 0.005$ . It means that is the use of think talk write strategy is effective in improving writing skill for teenagers (16<sup>th</sup>-17<sup>th</sup>) at Batu Walenrang Palopo. The implementation of this research as an alternative for educators in developing students' understanding in learning.

**Key Word:** Descriptive Text, Think Talk Write Strategy, Writing skill.

# CHAPTER I

## INTRODUCTION

### A. Background

Writing was an activity pouring ideas in writing from, should be able to master the skill in writing because helpful for them to interact, as a form of expression. They can present ideas in writing. However, writing was not a simple skill, in writing activity, the teenagers were required to master grammar, vocabulary, and punctuation, so writing needs special training to make the learning process effective. The importance of Education especially about writing was describe in Q.S. Al-Qalam/29 : 1.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Translation: Nun by kalam and what they wrote.<sup>1</sup>

Writing was one of the difficult skill among four skills in English writing were not easy for individuals to express their skill, writing was also an activity to requires a language process and understanding such as arranging words and grammar. The writing was very important for every field of education; therefore, teenagers try to improve their writing skill in other to become good. Writing was a process that can help teenagers resolve complex things.<sup>2</sup> Writing in a second language was very difficult compared to the first language. The inability of the students to write was due to a lack of understanding of good

---

<sup>1</sup>Department Agama, *Al-Qur'an Dan Terjemahnya*, cet, X; (Bandung: Deponogoro., 2013).

<sup>2</sup>S Chen and J Zhou, *Creative Writing Strategies of Young Children: Evidence from a Study of Chinese Emergent Writing* (Amsterdam, 2010).



vocabulary and grammar. However, in order to be understood and adopted in writing, the order must be good, clear, and in agreement with the purpose. Teenagers need new methods, so teenagers could understand the lesson well so that they were not bored to learn. The researcher must be creative and able to coordinate what the teenagers need in learning.

Based on observations on teaching for teenagers observer found teachers were lacking in applying various strategies, so teenagers were bored in learning. And there were still many teenagers who lack basic English and writing. Researchers focus on the lack of understanding of teenagers in writing descriptive texts because there were many teenagers participants who found it difficult to express their opinions in write form. The teenagers need new methods, so teenagers can understand lessons well so that they were not bored to learn. Teachers must be creative and able to coordinate what teenagers need in the learning process. A method was a program procedure that identifies as part of a class and belongs to any object of that class. There were several strategies in the process of teaching writing. One of them is thinking Talk write Strategy.

In teaching, researchers were interested in using the Think Talk Write strategy because teenagers could improve their skill through this Strategy, especially in writing descriptive text. Therefore, in the form of descriptive text, Think Talk Write was a learning model that can help teenagers share their opinions. Think Talk Write was a strategy where teenagers learn in groups and teenagers were being expected to exchange ideas with friends in the group. They can also improve their writing skill individually.

According to Huinker and Laughlin, as quoted by the seminar inscription Ratna and Giska Putri, think talk strategy strategies can help teenagers in expressing their ideas to other teenagers before writing.<sup>3</sup> It was believed to help teenagers in the writing process because they had told their opinions freely.

Based on the observation had done, the researcher found that Think Talk Write strategy was the solution to solved teenagers problem specially in writing skill. it can be provided teenagers with many opportunities and help them mastery the material taught through the think talk write learning model so that teenagers were trained to write from the discussion results during the allocated time. They can express their ideas freely because they do activities with their friends. Think Talk Write Strategy was also easy to administer and flexible in terms of subject matter and design.

From the description above, the researcher concludes that Think, Talk, Write Strategy was essential because it could be help teenagers in writing descriptive texts.

## **B. Problem statement**

Based on the description in the background, the researcher formulates the correct statement of the research problem. Is the use of think talk write strategy effective in improving writing skill for teenagers at Batu Walenrang Palopo?

---

<sup>3</sup>Ratna Prasasti Suminar Giska Putri, "The Effectiveness of TWW (Think Talk Write) Strategy in Teaching Writing Descriptive Text.," English language and learning 2, no. 2 (2015): 300.

### **C. The Objective of The Research**

The purpose of this research was to find out whether or not the think talk write strategy was effective in improving writing skill for teenagers at Batu Walenrang Palopo.

### **D. Significance of the Research**

The result of the research was expected to be useful information for teenagers and teachers.

#### **1. Practically**

The result was expected to be useful information for all teachers and teenagers in teaching writing abilities. Besides, it would be helpful for feedback to teenagers about their competence in writing comprehension using the Think Talk Write strategy.

#### **2. Theoretically**

The results of this research were expected to be useful information for all teachers and students in learning English, in general for those who want to improve their English writing skill through the Think Talk Write strategy.

- a. The result of the research could be used as an input in the instruction of teaching writing skill.
- b. The results of this research could be used as a reference in the English teaching and learning process.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This research was related to constructivism theory, Piaget who was recognized as the first constructivist (Dahar, 1989: 159), stresses that the process of developing ideas or knowledge constructed from field realities is focused by constructivism. The role of the teacher in learning is as a facilitator or moderator, according to the theory of constructivism. The view of the child from more recent constructivists developed from the cognitive learning theory of Piaget notes that by assimilating and accommodating practices according to his schemata, science is formed in the mind of a child.<sup>4</sup>

#### A. Previous Research Findings

Some researchers have researched using several strategies in teaching descriptive text.

Etek Sri Belangi (2019) has conducted research The Effect of Think Talk Write (TTW) Strategy on Students Writing Descriptive Text Ability at The Seventh Grade of Smpn 87 Academic Year 2018/2019. The sample applied in this study was 70 students using purposive sampling and classifying into two classes, namely class experiment, and class control. The instrument applied in this observation writing text at the beginning of learning and the end of learning, using the Think Talk Write learning model. Data pretest and post-test description using t-test. The acquisition of the pretest scores of the two classes shows that the

---

<sup>4</sup><http://magister-pendidikan.blogspot.com/p/teori-konstruktivistik.html?m=1>  
accessed on 7<sup>th</sup> November 2020.

average acquisition of the experimental and control class is not much different, while the results of the post-test score and the experimental class score are higher than the control class. Observations revealed that the p-value of the post-test was 0.003, with a relevant achievement level of 5% (0.05). In other words, it can be concluded that the p-value (0.003) <sig a = 0.05 (5%). The effect size is 0.65. It was achieved that implementing think talk write was effective in improving students' writing abilities in junior high school 87 South Jakarta.<sup>5</sup>

Husni Rozaq (2016) has done research that was written under the title Using think talk and write (TTW) in teaching descriptive writing text at the twelfth-grade students of PMDS Putri palolo<sup>6</sup>. The researcher conducted two cycles which included design, implementation, and drawing. Each cycle consists of two meetings. The study of this experiment is the score of each student during the class process, which is analyzed descriptively. This research illustrates that there is a significant improvement in students' writing skill in PMDS Putri Palopo after applying the Think Talk Write strategy. Based on test score in cycle 1 (57.21%) and cycle 2 (73.40%) students' writing score. In the process of applying the learning of think, Talk write models can help teachers in teaching writing. This indicates that using the think talk write strategy is effective to increase the ability of students, especially the twelfth-grade PMDS Putri Palopo.

Harmawati Mannan (2013) has conducted Teaching The Students' Writing Ability Trought Think Talk Write Strategy at X Grade TKRD 4 Students of

---

<sup>5</sup> Etek Sri Belangi, "The Effect of Think Talk Write (TTW) Strategy on Students' Writing Descriptive Text Ability." (UIN Jakarta, 2019).

<sup>6</sup>Husni Rosaq, "Using Think Talk Write TTW in Teaching Descriptive Text At The Grade Students of PMDS Putri Palopo" (IAIN Palopo, 2016).

SMKN 2 Palopo, and the writer believes that there is a significant increase in students' writing skills using think talk write. This research was implemented through classroom action research (PTK), the researcher implemented in two, namely the first cycle and the second cycle which included four steps, each of which were planning, action, reviewing, and imitating. This research was implemented in SMK 2 Palopo, It was exactly in classroom X TKRD 4 and consisted of 30 students in it. In this class, researchers analyze students 'scores by applying a simple percentage to find out the average score of students' capacity to write based on topics that are presented in the discussion. The results of the study that were applied there were two cycles in this study, in the initial cycle, the results of the achievement showed that the average score of the written test was 58.5 and the participation of students reached 66.66% active. In cycle two, the results of the achievement showed that the average value of students' written tests in SMP 2 Palopo reached 73.00. Therefore, student observations showed 93.33% active. So it was concluded that the think talk writes Strategy was effective in teaching writing at SMK 2 Palopo.<sup>7</sup>

Based on previous research, there are similarities and differences between the three researchers above with this study. The similarity is that researcher want to analyze writing skill. The researcher used the think talk write Strategy in improving teenagers to write descriptive texts. The difference between this research and the three researchers above, the first researcher uses a quasi-experimental design, and the second and third researchers use a class action

---

<sup>7</sup>Harmawati Mannan, *“Teaching the Students’ Writing Ability Trought Think Talk Write Strategy at X Grade TKRD 4 Students of SMKN 2 Palopo”* (IAIN Palopo, 2013).

research design using two cycles, while the researcher would use pre-experimental design.

## **B. Some Pertinent Ideas**

### **1. Definition of writing**

Related to a better understanding of writing, the researcher reveals particular opinions of some experts regarding basic theories in this field. First of all, Harmer (2004) states that writing (alongside listening, speaking, and reading) has always played a significant role in forming parts of the syllabus in English teaching. This means that English learners are supposed to master writing skills as it is one of the productive skills in using a language.<sup>8</sup>

Furthermore, according to Emilia, given that writing was central to education, governments in many countries, both in developed countries like Australia and the US and the developing ones such as Indonesia, have been committed to putting more effort into the teaching of writing in schools. For instance, if students cannot express themselves employing writing, i.e. they were not capable of structuring their words into a meaningful form, then they were deemed to be ineligible to pass the course.<sup>9</sup> Ubaidillah Rahman et al., said that writing was one of the skills that involve the ability of the writer to arrange letters, words, sentences, and grammar so that readers easily understand the messages and information contained in writing.<sup>10</sup>

---

<sup>8</sup>Jeremy Harmer, *How to Teach Writing* (Pearson Edition Limited, 2004).

<sup>9</sup>Emilia, *Teach Writing* (Bandung: Reski press, 2010).

<sup>10</sup>Ubaidillah Rahman, "Developing Ability in Writing Recount Text Through Guiding Question" 1 (2011): 2.

Writing was a language skill that was very important for every student because of that, the researcher and students know the grammar rules. Patel and Jain said, "Writing was an important feature in learning languages because it provides an excellent way to learn vocabulary, spelling, and sentence patterns."<sup>11</sup>

From the explanation above, The Researcher can concluded that writing was a very important process for teenagers to know and understand so that teenagers can explore knowledge or ideas in writing.

## **2. The component of writing**

### **a. Content**

The writing must be clear so that the reader can obtain the message and the information contained therein. Some things were measured in connecting components and compositions that contain a single unit, which must be developed.

### **b. Organization**

In organizing a piece of writing with content, researchers organize ideas for writing. In writing, it involves a cohesion of interests and a specific chronological order that occurs from beginning to end.

### **c. Vocabulary**

Vocabulary was one of the components in language that must be mastered, so that teenager can easily express their ideas. Vocabulary helps someone to arrange what they will write because they find it difficult to express their opinions well.

---

<sup>11</sup>M.P and Jain Praveen Patel, "English Language Teaching (Method, Tools, and Technique)," (2008): 125.



d. language use

Grammar was a collection of rules about the grammatical structure of language. Grammar determines how words were correctly and adequately arranged or arranged in the form of meaningful language units. Grammar also helps in using formal language.

e. Mechanics

The last part was the mechanics that function capitalization, the function of this capitalization was to clarify the meaning, in writing English. First, the researchers use to distinguish between certain things, especially in quotations from formal statements and appropriate adjectives, etc.<sup>12</sup>

### **3. The Process Of Writing**

a. Planning

Planning was an important stage in management, especially in the management of class activities, to encourage students to always feel their thoughts. Therefore, students are expected to be able to express their ideas and the ability to write.

b. Drafting

At this stage, researchers focus on the effectiveness and fluency of students in writing, not only focus on grammar but must pay attention to the neatness of writing. One good writing unit is the ability of researchers to visualize the audience.

c. Revising

---

<sup>12</sup>J.B. Heaton, *Writing English Language Test*, New Editio. (New york: Longman Inc., 1998).

When students revise, the researcher reviews the feedback to the respondent. Learners re-examine what was written to witness and communicate meaning effectively to the reader. Revising is not only checking but was done to improve global content and organizational errors in writing ideas so the writer intends to explain to the reader.

#### d. Editing

At this stage, students compile texts when students prepare the final draft for the evaluation of instructors. Students can edit the work of their own or their counterparts grammar, spelling, punctuation, diction, sentence structure, and supporting accuracy such as quotes, and the like.<sup>13</sup>

### 4. Descriptive Text

#### a. Definition of descriptive text

According to Abid choir, Fikri from Hegarty said that descriptive text was one of the texts, to describe the object in detail to the reader so that the reader got information about the object being described.<sup>14</sup>

Furthermore, Rega Detaprawati, text descriptive was used to describe animals, people, and certain objects.<sup>15</sup> In other words, descriptive text is the text

---

<sup>13</sup>Jeck c Ricard willy A Renadya., "Methodology in Language Teaching and Anthology of Current Practice," *Longman Dictionary of Language Teaching and Applied Linguistics* (2002): 315.

<sup>14</sup>Abid Choirul Fikri, "The Effectiveness of Dictoglos Technique on Studensts' Writing of Descriptive Text." (UIN Jakarta, 2016).

<sup>15</sup>Rega Detaprawati, "The Impact of Team Pair Solo Technique and Round Robin Technique on Students Ability in Writing Descriptive Text.," *Journal of English Language Teaching* 2, no. 2 (2013): 1–8.

that aims to provide detailed descriptions and information about the place or person to be explained.

Based on the statement above, the researcher can concluded that the descriptive text aims to describe behaviour and characteristics such as objects, historic sites, and tourist attractions. In writing the descriptive text for teenagers must understand the structure of the generic descriptive text.

### **5. Kind of descriptive text**

#### ➤ Describing a person

In describing a person, the first thing is to describe a person's appearance and habits. In describing a person must be detailed, starting from the clothes, his favorite colour, hairstyle, body shape, and his expression.

#### ➤ Describing a place

Describing a place was a way to find out a place, such as the conditions and situation. In describing places, for example, historic places, what things will be described first, such as what year it was founded, where it is located, and what the building is made of. Therefore, when the teenagers have to compose a descriptive text regularly so that the reader can obtain information and main ideas from the writing.<sup>16</sup>

#### ➤ Describing a Thing

Describing objects aims to describe functions and things that appear, such as conditions, uses, and functions, etc. To describe an object, teenagers must have a good imagination about what would be described. Besides, to make the subject

---

<sup>16</sup>Regina L Smalley and Mery K, *Refining Composition Skill*, 4th Editio. (New york: International Thomson Publising Company, 2001).

as interesting as possible so that the reader can easily get the main ideas contained in writing.

## 6. The Characteristic of Descriptive Text

There generic structure of the description is as follow:

- a. The identification contains an overview of the topic to be described.
- b. Description contains the special characteristics or conditions of the place, person, description. Such as parts or objects (physical appearance) quality (degree of beauty, and value. Other characteristics (unique prominent aspects)
- c. The verb in the present tense
- d. Adjectives to describe the privileges of the object to be described
- e. A Topic sentence to start a paragraph and organize various aspects of the description.<sup>17</sup>

The factual description scaffold:

- a. A general opening statement in the first paragraph

This step introduces the subject of the description to the students. It can give the students brief detail about the when, where, who or what of the object.

- b. A series of the paragraph about the subject

Each paragraph usually begins with the topic sentence. The topic sentence previews the detail that would be contained in the remainder

---

<sup>17</sup> Mark anderson and kathy Anderson, *Text Type in English 3* (Australia, 2018).

of the paragraph. Each paragraph should be described as the features of the subject.

- c. A concluding paragraph (optional)

The including paragraph signals the end of the text<sup>18</sup>

## 7. Strategy Think Talk Write

### a. Defenition of TTW Strategy

According to Huda, TTW was a strategy that facilitates oral language practice and writes the language fluently. This Strategy is used to develop writing fluently and practice language before writing. The TTW strategy builds thoughts, reflects, and organizes ideas, then tests these ideas before students are expected to write. Starting from the involvement of students in thinking of having a reflective dialogue with themselves, then talking and sharing ideas with friends, ending with presenting the results, and drawing a conclusion with the teacher, a lively and fun learning atmosphere will be created.<sup>19</sup>

Think Talk Write Strategy, which facilitates the practice of oral and written language proficiency. The Strategy was focused on learning as a social activity. Think talk writes Strategy encourages teenagers to think fluently and write down their opinions on some topics critically.<sup>20</sup> Think talk write strategy gives to the student's opportunities to gather ideas, to discuss and develop the teenager's ideas

---

<sup>18</sup> Ibid p27

<sup>19</sup>Miftahul Huda and M Pd, *Model-Model Pengajaran Dan Pembelajaran, Yogyakarta: Pustaka Pelajar* (yogyakarta: pustaka pelajar, 2014).

<sup>20</sup>Zulkarnaini, "Model Koverative Tipy Think Talk Write TTW Untuk Meningkatkan Kemampuan Menulis Karangan Deskripsi Dan Berfikir Keritis," (2011).

in a small group team, then to write their opinion after receiving feedback from one another<sup>21</sup>

Furthermore the TTW strategy was a cooperative learning model which was basically a learning strategy through the stages of thinking (think), talk (talk) and write (write). Huinker and Laughlin (1996) "The think-talk-write Strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing".

The TTW strategy generates ideas, reflects, and organizes ideas, then tests these ideas until it is anticipated that students can publish. The TTW learning strategy flow begins from learners' participation in thought or reflective conversation with themselves, then talks with friends and shares ideas before learners write. There are three essential stages in the TTW learning strategy that must be developed and carried out in learning, including the following:

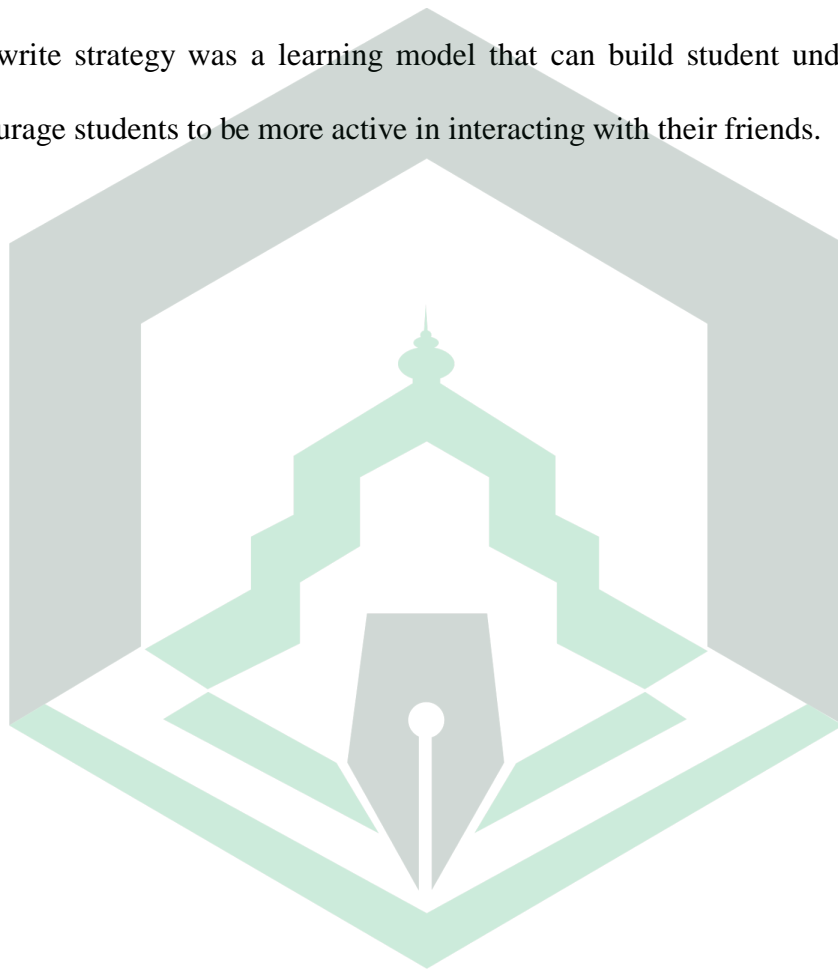
1. Think (Berpikir atau Dialog Reflektif) "Thinking and talking are important steps in the process of bringing meaning into student's writing". The point is that thinking and speaking /discussing is an important step in the process of bringing understanding into the writing of students.
2. Talk (Talking or discussing) At the talk stage, students join the group to reflect, organize, and express ideas in discussion activities.

---

<sup>21</sup>Putri Lestari, "Improving The Tenht Grade Students Descriptive Text Writing Achievenent by Using ' Think Talk Write' Strategy," (universitas Jawa Barat, 2018).

3. Write (Menulis) "writing can help students make their tacit knowledge and thoughts more explicit so that they can look at, and reflect on their knowledge and thoughts". That is, writing can help students express their knowledge and ideas and reflect on their knowledge and ideas.<sup>22</sup>

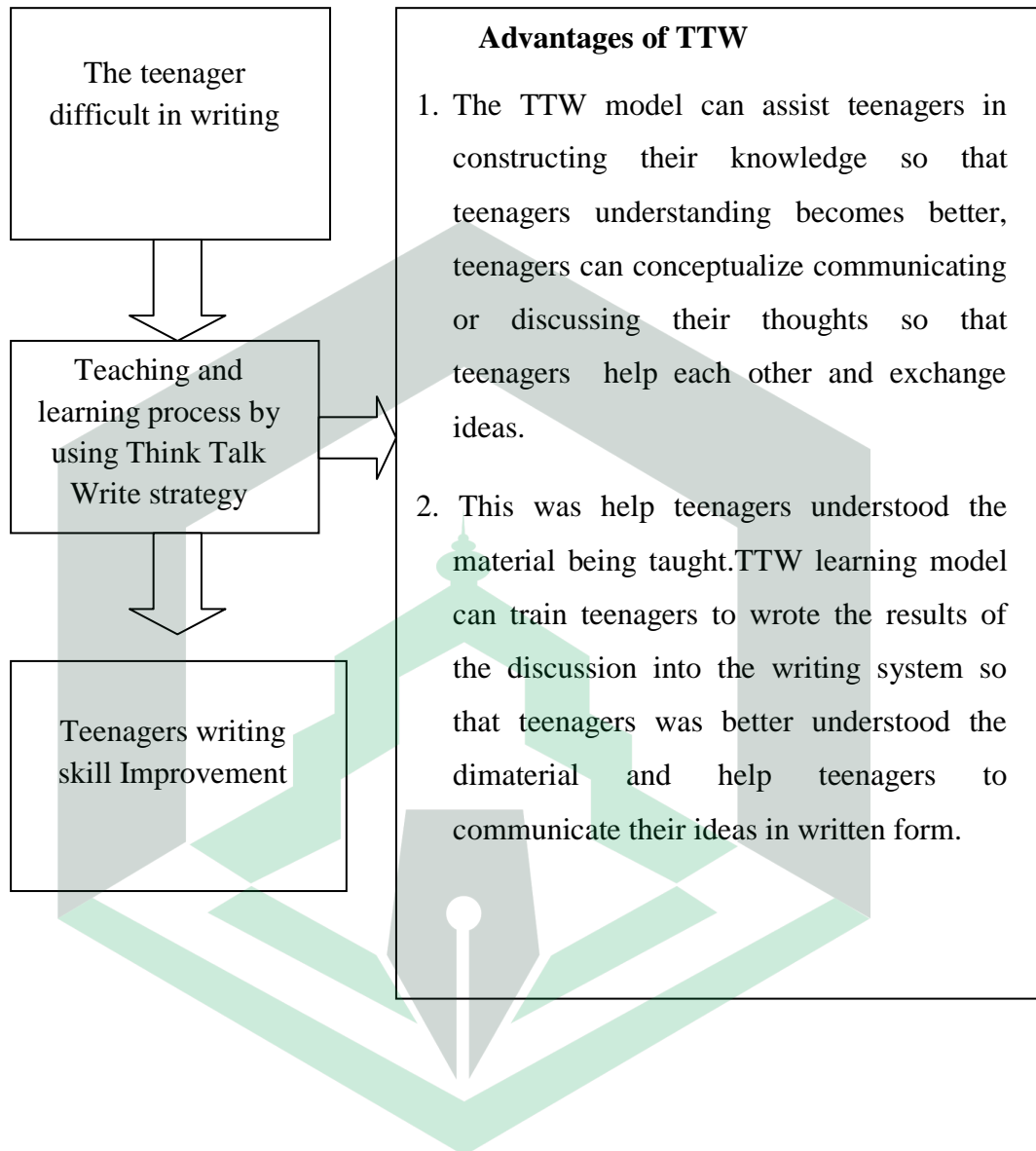
Based on some of the opinions above, the researcher concluded that think talk write strategy was a learning model that can build student understood and encourage students to be more active in interacting with their friends.



---

<sup>22</sup> Laughlin. Huinker, *Talk Your Way into Writing*. (Ed.). NCTM., 1996).

### C. Conceptual Framework





#### D. Hypothesis

Based on the review relate of literature above the researcher present the hypothesis as follow:

H<sub>1</sub>: Think Talk Write Strategy is effective in improving writing skill for teenagers.

H<sub>0</sub>: Think Talk Write Strategy is not effective in improving writing skill for teenagers.



### CHAPTER III

#### RESEARCH METHOD

In this analysis, this research used pre-experimental design choices since it is a tool for testing a hypothesis by creating a situation in which it is essential to determine the strength of the relationship between variables.

##### A. Research Method

In this research, the researcher used a pre-experimental design. The researcher use pre-experimental as a method in this research because it did not allow the researcher to take two classes to compare because of the COVID 19, so the researcher chose pre-experimental as an alternative. This design may also present as fallow:

Class	Pretest	Treatment	Post-test
	O <sub>1</sub>	X	O <sub>2</sub>

Where :

O<sub>1</sub>: Pretest

X: Treatment using think talk write strategy

O<sub>2</sub>: Post-test

##### B. Location and Time of Research

This research was conducted in Batu Walenrang Palopo, Teluwana District, Palopo City, South Sulawesi Province. This research was conducted on 17 August 2020 in Batu Walenrang Palopo.

### C. Operational Definition Variable

In this research, there are two categories of variables, namely:

1. The dependent variable is the improvement of writing skills for teenagers at Batu Walenrang Palopo.
2. Independent Variable

The independent variable is using think talk write Strategy for teenagers at Batu Walenrang Palopo.

### D. Population And Sample

1. Population

The population of this research, the researcher, was used total sampling technique. The population in this research was nine teenagers (16<sup>TH</sup>-17<sup>TH</sup>) at Batu Walenrang Palopo.

2. Sample

In this research, the researcher had used a total sampling technique. The sample of this research was nine teenagers (16<sup>TH</sup>-17<sup>TH</sup>) at Batu Walenrang Palopo. The reason researchers used the total sampling technique because the population was less than one hundred, and all the population was used as the research sample.

There are a few samples the researcher had used as following below:

No.	Teenagers at Batu Walenrang	Age (16 <sup>TH</sup> -17 <sup>TH</sup> )
1.	Ad	17
2.	Res	16
3.	Soy	16

4.	Sya	17
5.	Fair	16
6	Had	16
7	Fai	16
8	Al	17
9	Ian	16

### E. The Procedure for Collecting Data

The procedures for collecting data were present below:

#### a. Pretest

The researcher was given a pretest to teenagers, and the test is consists of writing a descriptive text about describing the house. The teenagers was asked to write a descriptive text with that theme.

#### b. Treatment

After giving a pretest, the treatment was given for teenagers, and the treatment consists of six meetings. For each meeting to take 60 minutes, the treatment was divided into six meetings.

##### 1. First meeting

The researcher explained about descriptive text and generic structure of the descriptive text.

Step 1: Think 15 Minute

1. The researcher explains Think, Talk, Write Strategy in teaching descriptive text, and how to write a good paragraph.

2. The researcher asked the teenagers to make descriptive text entitled "Agung Mosque".
3. The researcher asked the teenagers to think about what was described.

Step 2: Talk 25 Minute

1. The researcher asked the teenagers to talk with a friend in the group.
2. The researcher asked the teenagers to discuss the theme that had given.

Step 3: Write 30 Minute

1. The researcher asked the teenagers to write what is in their ideas
2. The researcher asked the teenagers to make a description of the theme that has given.
3. In the ending, the researcher and the teenagers revise and correct the teenagers write.

2. Second meetings

Step 1: Think 15 minute

1. The researcher explains the Think, Talk, Write strategy in teaching descriptive text and how to write a good paragraph.
2. The researcher asked the teenagers to make descriptive text entitled "Ir Joko Widodo".
3. The researcher asked the teenagers to think about what was described.

Step 2: Talk 25 Minute

1. The researcher asked the teenagers to talk with a friend in the group.

2. The researcher was asked the teenagers to discuss the theme that had given.

Step 3: Write 30 Minute

1. The researcher asked the teenagers to write what is in their ideas
2. The researcher asked the teenagers to make a description of the theme that was given.
3. In the ending, the teacher and the teenagers revise and correct the teenagers write.

3.Third meetings

Step 1: Think 15 Minute

1. The researcher explains the Think, Talk, Write strategy in teaching descriptive text and how to write a good paragraph.
2. The researcher asked the teenagers to make descriptive text entitled "Central Market".
3. The researcher asked the teenagers to think about what was described.

Step 2: Talk 25 Minute

1. The researcher asked the teenagers to talk with a friend in the group.
2. The researcher asked the teenagers to discuss the theme that had given.

Step 3: Write 30 Minute

1. The researcher asked the teenagers to write what is in their ideas.
2. The researcher asked the students to make a description of the theme that was given.

3. In the ending, the researcher and the teenagers revise and correct the teenagers write.

#### 4. Four meetings

##### Step 1: Think 15 Minute

1. The researcher explains the Think, Talk, Write strategy in teaching descriptive text and how to write a good paragraph.
2. The researcher asked the teenagers to make descriptive text entitled "Pancasila's field".
3. The researcher asked the student to think about what was described.

##### Step 2: talk 25 Minute

1. The researcher asked the teenagers to talk with a friend in the group.
2. The researcher asked the teenagers to discuss the theme that was given.

##### Step 3: Write 30 Minute

1. The researcher asked the teenagers to write what is in their ideas.
2. The researcher asked the teenagers to make a description of the theme that was given.
3. In the ending, the teacher and the teenagers revise and correct the teenagers write.

#### 5. Five meetings

##### Step 1: Think 15 Minute

1. The researcher explains the Think Talk Write Strategy in teaching descriptive text and how to write a good paragraph.

2. The researcher asked the teenagers to make descriptive text entitled "Latuppa's waterfall ".
3. The researcher asked the teenagers to think about what was described.

Step 2: talk 25 Minute

1. The researcher asked the teenagers to talk with a friend in the group.
2. The researcher asked the teenagers to discuss the theme that was given.

Step 3: Write 30 Minute

1. The researcher asked the teenagers to write what is in their ideas.
2. The researcher asked the teenagers to make a description of the theme that has given.
3. At the ending, the teacher and the students revise and correct the teenagers write.

6. six meetings

Step 1: Think 15 Minute

1. The researcher explains the Think, Talk, Write strategy in teaching descriptive text and how to write a good paragraph.
2. The researcher asked the teenagers to make descriptive text entitled "Public Transportation ".
3. The researcher asked the teenagers to think about what was described.

Step 2: talk 25 Minute

1. The researcher asked the teenagers to talk with a friend in the group.
2. The researcher asked the teenagers to discuss the theme that was given.



### Step 3: Write 30 Minute

1. The researcher asked the teenagers to write what is in their ideas.
2. The researcher asked the teenagers to make a description of the theme that has given.
3. At the ending, the teacher and the teenagers revise and correct the teenagers write.

#### c. Post-test

After conducting several treatments, the researcher gave a post-test to determine the ability of teenagers, after going through several learning processes using the Think Talk Write strategy. The post-test material was different from the pretest material, the pretest material was to describe the picture of the house and the post-test to described the picture of the school. Furthermore, the post-test results can be concluded that there was an increase in the writing ability of students at Batu Walenrang Palopo.

### **F. The Instrument of The Research**

The instrument in this research was a subjective text that is text given to teenagers to described picture or object, the form of writing tests about 60 minutes. This research was used as a writing test in pretest and post-test in. The pretest was used to measure the teenager's writing before treatment, and the post-test used to measure teenagers after treatment.

### **G. The technique of Data Analysis**

The researcher focused on data analysis after collecting data by performing the pretest, treatment, and post-test using some method. The

researchers used the program SPSS (statistic product-service solution) version 20 to analyze the data. The analysis data collected would be tabulated into the mean score, standard deviation, and standard deviation of error.

The researcher determined the scoring classification using content, organization, language use, vocabulary, and mechanics in the analysis of the data collected. This scoring used J.B Heaton's ELS composition profile as follows.<sup>23</sup>

**Table 1.1 Scoring uses ELS Composition**

<b>Criteria</b>	<b>Score</b>	<b>Level</b>
Content	30-27	<b>Excellent to very good</b> Communicative, focus, main ideas, have topics that are relevant to the material
	26-22	<b>Good to average</b> Focus, unsubstantial, is limited to story development, relevant topics but lacking in detail and too general.
	21-17	<b>Fair to poor</b> story development is very limited, and ideas are confusing and disconnected, topics are not relevant to the story
	16-13	<b>Very poor</b> Not organized, very confusing, very limited information, irrelevant and not enough to be evaluated
Organization	20-18	<b>Very good</b> Expression ideas are very fluent, well-organized stories, good introduction, good placement of details, and a strong conclusion.
	17-14	<b>Good to average</b> Good expression ideas, organized stories, incomplete story sequences, placement of details
	13-10	<b>Fair to poor</b> Less logical ideas, the transition is very weak, lack of direction, with detailed ideas

<sup>23</sup>J.B. Heaton, Writing English Test, (new York: long man 1998). P. 135

	9-7	<b>Very poor</b> Not organized, confusing, incomplete, not enough to evaluate
Vocabulary	20-18	<b>Excellent to very good</b> Effective words, choice, and the usage, specific and accurate
	17-14	<b>Good to average</b> The language communication, errors in the choice of words/idioms but do not affect, and some words may lack precision
	13-10	<b>Fair to poor</b> The language is not communicating, many repetitions, often wrong in the choice of words/idioms and their use,
	9-7	<b>Very poor</b> Lacking in English vocabulary, words usage are wrong, colourless, much wrong spelling and not enough to evaluate
Language use	25-22	<b>Excellent to very good</b> Complex construction, some function errors, prepositions, tenses.
	21-18	<b>Good to average</b> Simple, complex construction, errors in functions, prepositions, pronouns, tenses.
	17-11	<b>Fair to poor</b> Problem with construction, dominated by grammar errors, does not communicate.
	10-5	<b>Very poor</b> Does not communication, cannot understand and evaluate
Mechanics	5	<b>Excellent to very good</b> Demonstration of mastery convention, no problem with capitalization, paragraphs, punctuation,
	4	<b>Good to average</b> Few errors in capitalization, paragraphs, punctuation, and spelling but not observed
	3	<b>Fair to poor</b> Some errors in capitalization, paragraphs, punctuation, and spelling
	2	<b>Very poor</b>

		Many errors of capitalization, paragraphs, punctuation, and spelling and illegible writing <sup>24</sup>
--	--	--

The researcher classified the students' pretest and post-test by using the classification score rubric below:

Table 1.2 classification rubric score

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate
E	Bellow 60	Unacceptable

(Brown, 2004, p.287)

The data were analyzed by using *Statistical Produce and Service Solution* (SPSS) ver. 20 for windows. It would be tabulated into independent sample test, mean score, standard deviation, and standard error deviation.

---

<sup>24</sup> J.B Heaton. Op,Cit.p. 146

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Findings

In analyzing the data, the researcher explained the data related to the effectiveness of the Think Talk Write strategy in improving writing skill for teenagers at Batu Walenrang Palopo.

#### 2.1 The Students Score in the pre-test and post-test

Classification	Pre-test			Post-test		
	Score	Frequency	Percentage	Score	Frequency	Percentage
Excellent	90-100	0	0%	90-100	0	0%
Good	80-89	0	0%	80-89	1	11.11%
Adequate	70-79	1	11.11%	70-79	3	33.33%
Inadequate	60-69	1	11.11%	60-69	3	33.33%
Unacceptable	Below 60	7	77.77%	Below 60	2	22.22%

The table shows that there were nine teenagers observed in this class before giving treatment. There is one teenager (11.11%) who got an adequate score, one student (11.11%) who got an inadequate score, seven students (77.77%) who got an unacceptable score. While in post table shows that there were nine teenagers observed in this class after giving treatment. There was one teenager (11.11%) who gets a good score, three teenagers (33.33%) who got an adequate score, three teenagers (33.33%) who got an inadequate score, two teenagers (22.22%) who got the unacceptable score.

**Table 2.2 The students score in pre-test and post-test result term of content**

Classification	Pre-test			Post-test		
	Score	Frequency	Percentage	Score	Frequency	Percentage
Excellent to Very good	27-30	0	0%	27-30	1	11.11%
Good to Average	15-26	2	22.22 %	15-26	6	66.66%
Fair to Poor	12-14	1	11.11%	12-14	2	22.22%
Very Poor	9-11	6	66.66%	9-11	0	0%

The table shows that in this class teenagers writing skill in the pre-test, especially in content criteria most of the teenagers got a very poor score. There were two teenagers (22.22%) who got good to the average score, one teenager (11.11%) who got a fair to poor score, six teenagers (66.66%) who got a very poor score. While on the table post-post shows teenagers writing skill, especially in content criteria, most of the teenagers good to the average score. There was one teenager (11.11%) who got excellent to a very good score, six teenagers (66.66%) who get good to the average score, two teenagers (22.22%) who got fair to a poor score.

**Table 2.3 The students score in pre-test and post-test result term of organization**

Classification	Pre-test			Post-test		
	Score	Frequency	Percentage	Score	Frequency	Percentage
Excellent to Very good	18-20	0	0%	18-20	1	11.11%
Good to Average	14-17	2	22.22%	14-17	6	66.66%
Fair to poor	10-13	0	0%	10-13	1	11.11%
Very poor	1-9	7	77.77%	1-9	1	11.11%

The table shows that most teenagers got very poor score. There were two teenagers (22.22%) who got good to the average score, seven teenagers (77.77%) who got a very poor score. While in the table, post-test shows that most of the teenagers got good at the average score. There was one teenager (11.11%) who got excellent to a very good score, six teenagers (66.66%) who got good to the average score, one teenager (11.11%) who got fair to poor, one teenager (11.11%) who got a very poor score.

**Table 2.4 The Students score in pre-test and post-test result term of vocabulary**

Classification	Pre-test			Post-test		
	Score	Frequency	Percentage	Score	Frequency	Percentage
Excellent to Very good	18-20	0	0%	18-20	0	0%
Good to Average	14-17	1	11.11%	14-17	3	33.33%
Fair to poor	10-13	0	0%	10-13	4	44.44%
Very poor	1-9	8	88.88%	1-9	2	22.22%

The table shows that most teenagers got very poor score. There was one teenager (11.11%) who got good to the average score, eighth teenagers (88.88%) who got a very poor score. While the table in post-test shows that most of the teenagers got good to the average score. There were three teenagers (33.33%) who got good to the average score, four teenagers (44.44%) who got fair to poor score, two teenagers (22.22%) who got a very poor score.



**Table 2.5 The students score in pre-test and post-test result term of language use**

Classification	Pre-test			Post-test		
	Score	Frequency	Percentage	Score	Frequency	Percentage
Excellent to Very good	22-25	0	0%	22-25	0	0%
Good to Average	18-21	0	0%	18-21	2	22.22%
Fair to poor	11-17	2	22.22%	11-17	5	55.55%
Very poor	5-10	7	77.77%	5-10	2	22.22%

The table shows that most teenagers got very poor score. There were two teenagers (22.22%) who got fair to poor score, seven teenagers (77.77%) who got a very poor score. While the table in post-test shows that most teenagers got fair to a poor score. There were two teenagers (22.22%) who got good to the average score, five teenagers (55.55%) who got fair to poor scores, two teenagers (22.22%) who got a very poor score.

**Table 2.6 The students score in pre-test and post-test result term of mechanics**

Classification	Pre-test			Post-test		
	Score	Frequency	Percentage	Score	Frequency	Percentage
Excellent to Very good	5	0	0%	5	0	0%
Good to Average	4	0	0%	4	2	22.22%
Fair to poor	3	5	55.55%	3	5	55.55%
Very poor	2	4	44.44%	2	2	22.22%

The table shows that most teenagers got fair to a poor score. There were five teenagers (55.55%) who get fair to poor scores, four teenagers (44.44%) who got a very poor score. While in the table, post-test shows that most teenagers got fair to a poor score. There were two teenagers (13.33%) who got good to the average score, five teenagers (55.55%) who got fair to poor scores, two teenagers (22.22%) who got a very poor score.

**1. Teenagers mean score and standard deviation of teenagers pre-test and post-test in this class.**

**Tabel 2. 7 The mean score and standard deviation of teenagers pre-test and post-test in this class.**

**Report**

Class	Mean	Std. Deviation	Sum	Minimum	Maximum	Std. Error of Mean
Pretest	45.0000	11.65118	405.00	38.00	70.00	3.88373
Posttest	64.6667	12.07270	582.00	44.00	83.00	4.02423
Total	54.8333	15.32491	987.00	38.00	83.00	3.61212

The table shows that the distinction between the pre-test and post-test mean score and standard deviation. The scores in this class after teaching using think talk strategy show good progress. The standard deviation in this class in pre-test and post-test is 4.02

To evaluate whether there was a substantial increase before and after treatment, the researcher used the SPSS 20 analysis to determine the hypothesis of this report. In the statistical group table, the results can be shown, and independent analysis of the sample test.

**Table 2.8 The probability value of t-test of post-test**

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.007	.933	-3.517	16	.003	-19.66667	5.59265	-31.52256	-7.81077
Equal variances not assumed			-3.517	15.980	.003	-19.66667	5.59265	-31.52378	-7.80955

The table shows that the probability value was lower than  $P=0.003 < 0.005$  it means that there was a significant difference in the post-test. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) rejects it shows that think talk write strategy effective to improve teenagers writing and give a contribution to teenagers significantly writing skill.

### A. Discussion

Based on the problems that the researchers got in the Walenrang, the researchers observed that students at Batu Walenrang Palopo were less enthusiastic in learning, especially English because they thought that English was

difficult to understand. Teenagers at Batu Walenrang still lack understanding in writing. So that researchers apply a think talk write a strategy to arouse their enthusiasm in learning. This is supported by the theory (1996) "The think-talk-write Strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing"<sup>25</sup>. Miftahul Huda (2014), TTW was a strategy that facilitates oral language practice and writes the language fluently. This strategy is used to develop writing fluently and practice language before writing.<sup>26</sup>Putri Lestari (2018) said that think talk write strategy gives to the student's opportunities to gather ideas, to discuss and develop the teenager's ideas in a small group team, then to write their opinion after receiving feedback from one another.<sup>27</sup> So that the researcher is conducted this research focused on strategy think talk write.

In think activity teenagers are expected to be able to develop their critical thinking and think about what students see in the picture or object. Talk Students discuss with their friends in groups to discuss the contents of the pictures has been given. In this activity students share their bright ideas with their friends. Write after students think and discuss, students write in the form of a pre-graph about

---

<sup>25</sup>Laughlin. Huinker, *Talk Your Way into Writing*. (Ed.). NCTM., 1996).

<sup>26</sup>Huda and Pd, *Model-Model Pengajaran Dan Pembelajaran*, Yogyakarta: Pustaka Pelajar.

<sup>27</sup>Lestari, "Improving The Tenht Grade Students Descriptive Text Writing Achievenent by Using ' Think Talk Write ' Strategy,."

what they get from thinking, discussing then students pouring their ideas into descriptive text.

The researcher formulates this research using five items of writing assessment, the researcher to analyze the data, namely content, organization, vocabulary, language use, and mechanics. Before teaching the researcher prepares pictures, list vocabulary, words about the pictures to draw so that students in the Walenrang can easier write a descriptive text. The pre-test and post-test scores of teenagers varied significantly. There was significance in the result in writing between pre-test and post-test. There were so many teenagers with very poor score in pretest content criteria, the data show that there were two teenagers who have a good average score, one teenager who got a fair to poor score, six teenagers who have a very poor score. The results on the post-test content criteria indicate that so many teenagers got good to average scores. One teenager got very good score, six teenagers got good to average scores, two teenagers got fair to poor score, because learners fund it easier to explain anything described in the descriptive text from the contents described. And in explaining the plan think, Talk, write, teenagers have different opinions.

Researcher give high marks to Al after assessing the progress of his writing, because Al's writing has met the requirements assessed by researcher in writing skill. In terms of content, organization, vocabulary, language use, and punctuation. After calculating all of the five criteria, AL got a good score. In addition, Al is more focused in the conversation process because in the talk stage

Al gets various information from friends in the group and knows a lot of vocabulary. So that in writing Al was able to express his ideas in descriptive text.

Meanwhile, two teenagers Had and Res who got low scores, because the two writings of these teenagers did not match the criteria assessed by the researcher. In terms of content, organization, vocabulary, language use, and punctuation. In addition Had and Res had difficulty expressing their ideas at the writing stage because the two students did not master a lot of vocabulary so that their writing was not what was expected.

Based on results above statistical analysis, it can be seen on table before and after treatment (using Think Talk Write) that now the mean score of students in the posttests is 64.66, while the mean score of students in the pretest is 45.00, In addition, the score of students in the post-test class was better than the score of students in the pretest, which is  $83 > 70$ . This suggests that there is an improvement after treatment is provided using the think-talk write strategy.

After preparing for the class, the researcher began to explain to teenagers about descriptive text and how to write good and correct paragraphs. After that, the researcher explained the process in implementing the TTW strategy, after explaining the descriptive text and think talk write. The first step was the researcher sharing the pictures with the students, then they thought about what they saw from the picture, then they were divided into several groups and discussed what they captured from the picture. In the final stage, they write down what they get from thinking, discussing, and writing individually.

The advantages of the think talk write strategy are to improve teenagers' critical thinking, and train students to share ideas with their friends in the group so that they are trained from think talk item are make students easy in its class because they can share their idea with their friends. So that teenagers can easily pour their ideas into descriptive essays. Besides that, the deficiency of this think talk write strategy is when the researcher gives time to talk activity; sometimes, they just talk out of the theme.

From the results of the research, the researcher found several problems in each meeting, at the first meeting teenagers were confused with the strategy being applied because their abilities were still below standard and also their learning motivation is very lacking. At the second meeting, there were still many students who are confused about the strategy the researchers were using. However, there were some teenagers who had started to understand the strategy the researcher was using and became interested in the strategy. At the third meeting, students began to understand the strategy and began to provide understanding to their group friends. At the fourth meeting, most of the students already understood the strategy and began to be interested in the theme discussed because the theme was about tourist attractions in Palopo that they often visited and saw. At the fifth meeting, students were able to describe the object given properly and correctly. At the sixth meeting, the students understood and were able to express their ideas and discuss them then write down what was discussed about the strategies applied.

The teenagers are interested in the thinking and discussion stages because it is easier to share information with their friends. However, teenagers have



difficulty at the writing stage because they do not understand how to write good English and the lack of vocabulary that is known to teenagers. The researcher applies the think talk write strategy so that teenagers can be helped in learning.

Based on the research results above that the researcher has applied, the researcher concludes that think talk write strategy was effective in improving teenagers writing skills. This is supported by theory Husni Rozaq (2016) This indicates that using the think talk write strategy was effective to increase the ability of students, especially the twelfth-grade PMDS Putri Palopo.<sup>28</sup>

From the results of this research, the researcher concludes that there were differences and similarities with the previous study that has been conducted. The same thing was that they want to improve students' writing skills using the TTW strategy. As for the difference with previous research, in previous studies using classroom action research, while this research used pre-experimental methods.

---

<sup>28</sup>Husni Rosaq, "Using Think Talk Write TTW in Teaching Descriptive Text At The Grade Students of PMDS Putri Palopo."

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the results of research, researchers concluded that the use of think talk write strategies is effective in improving teenagers' writing skill. Based on the data analysis, it can be concluded that teaching descriptive text by using the think talk write strategy was effective. It can be proved that the teenagers' score of the t-test with  $P = 0.003$ , where 0.005 is standard two-tailed.

#### B. Suggestion

Based on the conclusion of the research, the researcher suggests for the following parties:

1. For the teacher must be creative to design and implement strategies in the teaching process so that learning becomes more efficient and fun in the classroom. The researcher recommends that every teacher have to make a list of vocabulary so that teenagers can easily describe what they want to describe. The teacher has to try the think talk write strategy in teaching to encourage and increase the understanding of teenagers in the process of writing descriptive texts.
2. For the students, they must remain more active in learning to write. Teenagers are expected to pay attention to the teacher to understand and be able to understand writing ability. To overcome teenager problems in writing descriptive text, teenagers must be used to think talk write strategies

in the learning process and are expected to be more active in class so that the teaching and learning process is successful.

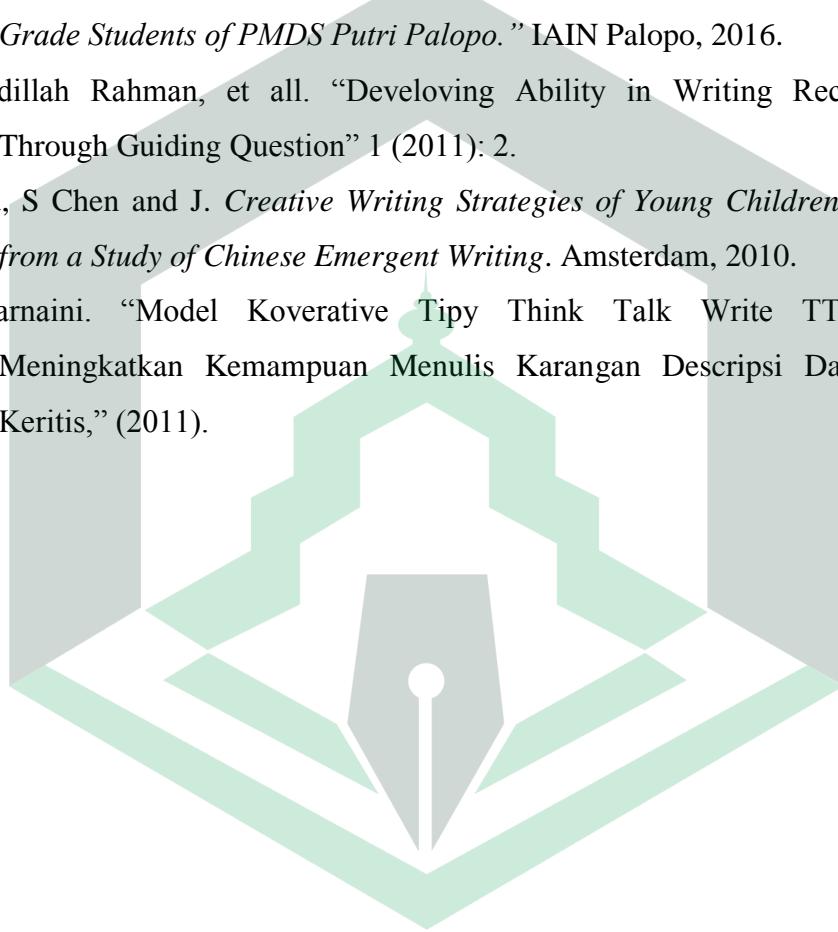
3. For the next researcher, this research can be used as a reference for anyone who wants to use the think talk write strategy. And this research can be used as a comparison for further research.



## BIBLIOGRAPHY

- Agama, Department. *Al-Qur'an Dan Terjemahnya*,. Cet, X; Bandung: Deponogoro., 2013.
- Anderson, Mark anderson and kathy. *Text Type in English 3*. Australia, 2018.
- Belangi, Etek Sri. “*The Effect of Think Talk Write (TTW) Strategy on Students’ Writing Descriptive Text Ability.*” UIN Jakarta, 2019.
- Detaprawati, Rega. “*The Impact of Team Pair Solo Technique and Round Robin Technique on Students Ability in Writing Descriptive Text.*” *Journal of English Language Teaching* 2, no. 2 (2013): 1–8.
- Emilia. *Teach Writing*. Bandung: Reski press, 2010.
- Fikri, Abid Choirul. “*The Effectiveness of Dictoglos Technique on Students’ Writing of Descriptive Text.*” UIN Jakarta, 2016.
- Harmer, Jeremy. *How to Teach Writing*. Pearson Edition Limited, 2004.
- Heaton, J.B. *Writing English Language Test*. New Editio. New york: Longman Inc., 1998.
- Huda, Miftahul, and M Pd. *Model-Model Pengajaran Dan Pembelajaran*, Yogyakarta: Pustaka Pelajar. yogyakarta: pustaka pelajar, 2014.
- Huinker, & Laughlin. *Talk Your Way into Writing*. (Ed.). NCTM., 1996.  
<http://magister-pendidikan.blogspot.com/p/teori-konstruktivistik.html?m=1>  
accessed on 7<sup>th</sup> November 2020.
- K, Regina L Smalley and Mery. *Refining Composition Skill*. 4th Editio. New york: International Thomson Publishing Company, 2001.
- Lestari, Putri. “*Improving The Tenht Grade Students Descriptive Text Writing Achievenent by Using ‘ Think Talk Write’ Strategy.*” universitas Jawa Barat, 2018.
- Mannan, Harmawati. “*Teaching the Students’ Writing Ability Trought Think Talk Write Strategy at X Grade TKRD 4 Students of SMKN 2 Palopo.*” IAIN Palopo, 2013.
- Patel, M.P and Jain Praveen. “*English Language Teaching (Method, Tools, and Technique),*” (2008): 125.

- Putri, Ratna Prasasti Suminar Giska. "*The Effectiveness of TWW (Think Talk Write) Strategy in Teaching Writing Descriptive Text.*" *English language and learning* 2, no. 2 (2015): 300.
- Renadya., Jeck c Ricard willy A. "*Methodology in Language Teaching and Anthology of Current Practice.*" *Longman Dictionary of Language Teaching and Applied Linguistics* (2002): 315.
- Rosaq, Husni. "*Using Think Talk Write TTW in Teaching Descriptive Text At The Grade Students of PMDS Putri Palopo.*" IAIN Palopo, 2016.
- Ubaidillah Rahman, et all. "Develoving Ability in Writing Recount Text Through Guiding Question" 1 (2011): 2.
- Zhou, S Chen and J. *Creative Writing Strategies of Young Children: Evidence from a Study of Chinese Emergent Writing.* Amsterdam, 2010.
- Zulkarnaini. "Model Koverative Tipy Think Talk Write TTW Untuk Meningkatkan Kemampuan Menulis Karangan Descripsi Dan Berfikir Keritis," (2011).



**a  
p  
p  
e  
n  
d  
i  
c  
s**

Appendices 1

Name :

age :

Describe the picture below based on your opinion, in three paragraphs!



A large, faint watermark logo is centered on the page, featuring a stylized pen nib and a book. Below the image, there are ten horizontal lines for writing.

Name :

age :

Describe the picture below based on your opinion, in three paragraphs!



---

---

---

---

---

---

---

---

---

---



## Appendices 2

### Rencana Pelaksanaan Pembelajaran (RPP)

Nama tempat : Batu Walenrang Palopo  
Mata pelajaran : Bahasa Inggris  
Kelas : Kelas Alternatif  
Alokasi waktu : 90 Minute  
Topic pembelajaran : Menggambarkan Masjid Agung  
Pertemuan : I

#### A. Standar kompetensi

Mampu membuat text descriptive

#### B. Kompetensi dasar

Mampu membuat pragraph, dengan menggunakan ragam bahasa tulis secara akurat, lancar, dalam konteks kehidupan sehari-hari, yang berhubungan dengan topik yang diberikan.

#### C. Indikator pencapaian kompetensi

Indikator pencapaian kompetensi	Nilai budaya dan krakter bangsa
<ul style="list-style-type: none"><li>• Mengidentifikasi topic yang ada</li><li>• Menentukan pokok pikiran</li><li>• Menyimpulkan hasil diskusi</li><li>• Merespon berbagai informasi tentang isi sosial tanggung jawab, mandiri.</li></ul>	Religious, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

#### D. Tujuan pembelajaran

- Teenagers dapat menentukan pokok pikiran dari topic yang telah diberikan.
- Teenagers mengidentifikasi gambar yang diberikan.
- Teenagers diharapkan mampu membuat text descriptive.
- Teenagers mampu menuangkan ide-ide mereka kedalam bentuk pragraph.

## **E. Materi pokok**

Writing text : menggambarkan tempat

## **F. Metode pembelajaran**

- Berkelompok
- Diskusi
- Menulis

## **G. Langkah-langkah kegiatan pembelajaran**

- Kegiatan awal
  1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
  2. Peneliti menanyakan kabar teenagers.
  3. Guru menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran
  4. Guru menyiapkan fasilitas yang berhubungan dengan materi think,talk,write strategy.
- **Kegiatan inti**

Dalam kegiatan interaksi dengan guru

  1. The researcher divide the picture to the teenagers.
  2. The researcher decide classroom into several groups. In group consist of 4 students.
  3. Researchers share pictures about places they often visit. For example: the Great Palopo mosque.
  4. THINK. At the thinking stage, teenagers are expected to be able to develop their critical thinking and think about what students see in the picture.
  5. TALK, Students discuss with their friends in groups to discuss the contents of the pictures given. In this activity students share their bright ideas with their friends.

6. WRITE. After students think and discuss, students write in the form of a pre-graph about what they get from thinking, discussing then students pouring their ideas into descriptive text.

- **Kegiatan akhir**

1. Guru akan menyuruh siswa perindividu menulis descriptive tentang tempat.
2. Guru mengumpulkan tugas siswa
3. Guru menutup pelajaran

#### **H. Sumber/bahan/alat**

1. Buku teks yang relevan
2. LKS
3. Kamus

#### **I. Penilaian**

1. Prosedur tes : proses dan tes akhir
2. Jenis tes : tulisan
3. Bentuk tes : uraian
4. Alat penilaian : soal dan lembar pengamatan
5. Skor penilaian : skor akhir dan proses menulis

Abdul Jafar H

Nim 1602020133

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama tempat : Batu Walenrang Palopo  
Mata pelajaran : Bahasa Inggris  
Kelas : Kelas Alternatif  
Alokasi waktu : 90 Minute  
Topic pembelajaran : ir. Joko widodo  
Pertemuan : II

### A. Standar kompetensi

Mampu membuat text descriptive

### B. Kompetensi dasar

Mampu membuat pragraph, dengan menggunakan ragam bahasa tulis secara akurat, lancar, dalam konteks kehidupan sehari-hari, yang berhubungan dengan topik yang diberikan.

### C. Indikator pencapaian kompetensi

Indikator pencapaian kompetensi	Nilai budaya dan krakter bangsa
<ul style="list-style-type: none"><li>• Mengidentifikasi topic yang ada</li><li>• Menentukan pokok pikiran</li><li>• Menyimpulkan hasil diskusi</li><li>• Merespon berbagai informasi tentang isi sosial tanggung jawab, mandiri.</li></ul>	Religious, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

### D. Tujuan pembelajaran

- Teenagers dapat menentukan pokok pikiran dari topic yang telah diberikan.
- Teenagers mengidentifikasi gambar yang diberikan.
- Teenagers diharapkan mampu membuat text descriptive.
- Teenagers mampu menuangkan ide-ide mereka kedalam bentuk pragraph.

## **E. Materi pokok**

Writing text : menggambarkan tempat

## **F. Metode pembelajaran**

- Kelompok
- Diskusi
- penugasan

## **G. Langkah-langkah kegiatan pembelajaran**

- Kegiatan awal
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
  - Peneliti menanyakan kabar teenagers.
  - Guru menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran
  - Guru menyiapkan fasilitas yang berhubungan dengan materi think,talk,write strategy.
- **Kegiatan inti**

Dalam kegiatan interaksi dengan guru:

  1. The researcher divide the picture to the teenagers.
  2. The researcher decide classroom into several groups. In group consist of 4 students.
  3. Researchers share pictures about places they often visit. For example: the Great Palopo mosque.
  4. THINK. At the thinking stage, teenagers are expected to be able to develop their critical thinking and think about what students see in the picture.
  5. TALK, Students discuss with their friends in groups to discuss the contents of the pictures given. In this activity students share their bright ideas with their friends.

6. WRITE. After students think and discuss, students write in the form of a pre-graph about what they get from thinking, discussing then students pouring their ideas into descriptive text.

- **Kegiatan akhir**

1. Menyuruh siswa untuk mengumpulkan tugas menulis.
2. Guru menutup pelajaran

#### **H. Sumber/bahan/alat**

1. Buku teks yang relevan
2. LKS
3. Kamus

#### **I. Penilaian**

1. Prosedur tes : proses dan tes akhir
2. Jenis tes : tulisan
3. Bentuk tes : uraian
4. Alat penilaian : soal dan lembar pengamatan
5. Skor penilaian : skor akhir dan proses menulis

Abdul Jafar H  
Nim: 1602020133

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama tempat : Batu Walenrang Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas : Kelas Alternatif  
Alokasi waktu : 90 Minute  
Topic pembelajaran : Menggambarkan pasar sentral  
Pertemuan : III

### A. Standar kompetensi

Mampu membuat text descriptive

### B. Kompetensi dasar

Mampu membuat pragraph menggunakan ragam bahasa tulis secara akurat, lancar, dalam konteks kehidupan sehari-hari, yang berhubungan dengan topik yang tersedia.

### C. Indikator pencapaian kompetensi

Indikator pencapaian kompetensi	Nilai budaya dan krakter bangsa
<ul style="list-style-type: none"><li>• Mengidentifikasi topic yang ada</li><li>• Menentukan pokok pikiran</li><li>• Menyimpulkan hasil diskusi</li><li>• Merespon berbagai informasi tentang isi sosial tanggung jawab, mandiri.</li></ul>	Religious, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

### D. Tujuan pembelajaran

- Teenagers dapat menentukan pokok pikiran dari topic yang telah diberikan.
- Teenagers mengidentifikasi gambar yang diberikan.
- Teenagers diharapkan mampu membuat text descriptive.
- Teenagers mampu menuangkan ide-ide mereka kedalam bentuk pragraph.

## **E. Materi pokok**

Writing text : menggambarkan tempat

## **F. Metode pembelajaran**

- Kelompok
- Diskusi
- Penugasan

## **G. Langkah-langkah kegiatan pembelajaran**

- Kegiatan awal
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
  - Peneliti menanyakan kabar teenagers.
  - Guru menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran
  - Guru menyiapkan fasilitas yang berhubungan dengan materi think,talk,write strategy.
- **Kegiatan inti**

Dalam kegiatan interaksi dengan guru:

  1. The researcher divide the picture to the teenagers.
  2. The researcher decide classroom into several groups. In group consist of 4 students.
  3. Researchers share pictures about places they often visit. For example: the Great Palopo mosque.
  4. THINK. At the thinking stage, teenagers are expected to be able to develop their critical thinking and think about what students see in the picture.
  5. TALK, Students discuss with their friends in groups to discuss the contents of the pictures given. In this activity students share their bright ideas with their friends.



6. WRITE. After students think and discuss, students write in the form of a pre-graph about what they get from thinking, discussing then students pouring their ideas into descriptive text.

- **Kegiatan akhir**

1. Guru mengumpulkan tugas siswa
2. Guru menutup pelajaran

#### **H. Sumber/bahan/alat**

1. Buku teks yang relevan
2. LKS
3. Kamus

#### **I. Penilaian**

1. Prosedur tes : proses dan tes akhir
2. Jenis tes : tulisan
3. Bentuk tes : uraian
4. Alat penilaian : soal dan lembar pengamatan
5. Skor penilaian : skor akhir dan proses menulis

Abdul Jafar H  
Nim 1602020133

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama tempat : Batu Walenrang Palopo  
Mata pelajaran : Bahasa Inggris  
Kelas : Kelas Alternatif  
Alokasi waktu : 90 Minute  
Topic pembelajaran : Menggambarkan Lapangan Pancasila  
Pertemuan : IV

### A. Standar kompetensi

Mampu membuat text descriptive

### B. Kompetensi dasar

Mampu membuat pragraph menggunakan ragam bahasa tulis secara akurat, lancar, dalam konteks kehidupan sehari-hari, yang berhubungan dengan topik yang tersedia.

### C. Indikator pencapaian kompetensi

Indikator pencapaian kompetensi	Nilai budaya dan krakter bangsa
<ul style="list-style-type: none"><li>• Mengidentifikasi topic yang ada</li><li>• Menentukan pokok pikiran</li><li>• Menyimpulkan hasil diskusi</li><li>• Merespon berbagai informasi tentang isi sosial tanggung jawab, mandiri.</li></ul>	Religious, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

### D. Tujuan pembelajaran

- Teenagers dapat menentukan pokok pikiran dari topic yang telah diberikan.
- Teenagers mengidentifikasi gambar yang diberikan.
- Teenagers diharapkan mampu membuat text descriptive.
- Teenagers mampu menuangkan ide-ide mereka kedalam bentuk pragraph.

## **E. Materi pokok**

Writing text : menggambarkan tempat

## **F. Metode pembelajaran**

- Berkelompok
- Diskusi
- Penugasan

## **G. Langkah-langkah kegiatan pembelajaran**

- Kegiatan awal
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
  - Peneliti menanyakan kabar teenagers.
  - Guru menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran
  - Guru menyiapkan fasilitas yang berhubungan dengan materi think,talk,write strategy.

- **Kegiatan inti**

Dalam kegiatan interaksi dengan guru:

1. The researcher divide the picture to the teenagers.
2. The researcher decide classroom into several groups. In group consist of 4 students.
3. Researchers share pictures about places they often visit. For example: the Great Palopo mosque.
4. THINK. At the thinking stage, teenagers are expected to be able to develop their critical thinking and think about what students see in the picture.
5. TALK, Students discuss with their friends in groups to discuss the contents of the pictures given. In this activity students share their bright ideas with their friends.

6. WRITE. After students think and discuss, students write in the form of a pre-graph about what they get from thinking, discussing then students pouring their ideas into descriptive text.

- **Kegiatan akhir**

1. pelajaran Menyuruh siswa mengumpulkan tugas menulis.
2. Guru mengumpulkan tugas siswa
3. Guru menutup

#### **H. Sumber/bahan/alat**

1. Buku teks yang relevan
2. LKS
3. Kamus

#### **I. Penilaian**

1. Prosedur tes : proses dan tes akhir
2. Jenis tes : tulisan
3. Bentuk tes : uraian
4. Alat penilaian : soal dan lembar pengamatan
5. Skor penilaian : skor akhir dan proses menulis

Abdul Jafar H  
Nim 1602020133

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama tempat : Batu Walenrang Palopo  
Mata pelajaran : Bahasa Inggris  
Kelas : Kelas Alternatif  
Alokasi waktu : 90 Minute  
Topic pembelajaran : Latuppa Waterfall  
Pertemuan : V

### A. Standar kompetensi

Mampu membuat text descriptive

### B. Kompetensi dasar

Mampu membuat pragraph, dengan menggunakan ragam bahasa tulis secara akurat, lancar, dalam konteks kehidupan sehari-hari, yang berhubungan dengan topik yang diberikan.

### C. Indikator pencapaian kompetensi

Indikator pencapaian kompetensi	Nilai budaya dan krakter bangsa
<ul style="list-style-type: none"><li>• Mengidentifikasi topic yang ada</li><li>• Menentukan pokok pikiran</li><li>• Menyimpulkan hasil diskusi</li><li>• Merespon berbagai informasi tentang isi sosial tanggung jawab, mandiri.</li></ul>	Religious, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

### D. Tujuan pembelajaran

- Teenagers dapat menentukan pokok pikiran dari topic yang telah diberikan.
- Teenagers mengidentifikasi gambar yang diberikan.
- Teenagers diharapkan mampu membuat text descriptive.
- Teenagers mampu menuangkan ide-ide mereka kedalam bentuk pragraph.

## E. Materi pokok

Writing text : menggambarkan tempat

## F. Metode pembelajaran

- Berkelompok
- Diskusi
- Penugasan

## G. Langkah-langkah kegiatan pembelajaran

- Kegiatan awal
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
  - Peneliti menanyakan kabar teenagers.
  - Guru menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran
  - Guru menyiapkan fasilitas yang berhubungan dengan materi think,talk,write strategy.
- **Kegiatan inti**

Dalam kegiatan interaksi dengan guru

  1. The researcher divide the picture to the teenagers.
  2. The researcher decide classroom into several groups. In group consist of 4 students.
  3. Researchers share pictures about places they often visit. For example: the Great Palopo mosque.
  4. THINK. At the thinking stage, teenagers are expected to be able to develop their critical thinking and think about what students see in the picture.
  5. TALK, Students discuss with their friends in groups to discuss the contents of the pictures given. In this activity students share their bright ideas with their friends.

6. WRITE. After students think and discuss, students write in the form of a pre-graph about what they get from thinking, discussing then students pouring their ideas into descriptive text.

- **Kegiatan akhir**

1. Guru akan menyuruh siswa perindividu menulis descriptive tentang tempat.
2. Guru mengumpulkan tugas siswa
3. Guru menutup pelajaran

#### **H. Sumber/bahan/alat**

1. Buku teks yang relevan
2. LKS
3. Kamus

#### **I. Penilaian**

1. Prosedur tes : proses dan tes akhir
2. Jenis tes : tulisan
3. Bentuk tes : uraian
4. Alat penilaian : soal dan lembar pengamatan
5. Skor penilaian : skor akhir dan proses menulis

Abdul Jafar H  
Nim 1602020133

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama tempat : Batu Walenrang Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas : Alternatif Kelas  
Alokasi Waktu : 90 Minute  
Topic Pembelajaran : Public Transportation  
Pertemuan : VI

### A. Standar kompetensi

Mampu membuat text descriptive

### B. Kompetensi dasar

Mampu membuat pragraph, dengan menggunakan ragam bahasa tulis secara akurat, lancar, dalam konteks kehidupan sehari-hari, yang berhubungan dengan topik yang diberikan.

### C. Indikator pencapaian kompetensi

Indikator pencapaian kompetensi	Nilai budaya dan krakter bangsa
<ul style="list-style-type: none"><li>• Mengidentifikasi topic yang ada</li><li>• Menentukan pokok pikiran</li><li>• Menyimpulkan hasil diskusi</li><li>• Merespon berbagai informasi tentang isi sosial tanggung jawab, mandiri.</li></ul>	Religious, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

### D. Tujuan pembelajaran

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Peneliti menanyakana kabar teenagers.
- Guru menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran
- Guru menyiapkan fasilitas yang berhubungan dengan materi think,talk,write strategy.



### **E. Materi pokok**

Writing text : menggambarkan tempat

### **F. Metode pembelajaran**

- Berkelompok
- Diskusi
- Penugasan

### **G. Langkah-langkah kegiatan pembelajaran**

- Kegiatan awal
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun,peduli)
  - Berdoa menurut agama dan kepercayaan masing-masing.
  - Mengecek kehadiran siswa.
  - Guru menjelaskan tujuan, manfaat dan langkah-langkah pembelajaran
  - Guru menyiapkan fasilitas yang berhubungan dengan materi think,talk,write method.
- **Kegiatan inti**

Dalam kegiatan interaksi dengan guru

  1. The researcher divide the picture to the teenagers.
  2. The researcher decide classroom into several groups. In group consist of 4 students.
  3. Researchers share pictures about places they often visit. For example: the Great Palopo mosque.
  4. THINK. At the thinking stage, teenagers are expected to be able to develop their critical thinking and think about what students see in the picture.
  5. TALK, Students discuss with their friends in groups to discuss the contents of the pictures given. In this activity students share their bright ideas with their friends.

6. WRITE. After students think and discuss, students write in the form of a pre-graph about what they get from thinking, discussing then students pouring their ideas into descriptive text.

- **Kegiatan akhir**

1. Guru akan menyuruh siswa perindividu menulis descriptive tentang tempat.
2. Guru mengumpulkan tugas siswa
3. Guru menutup pelajaran

#### **H. Sumber/bahan/alat**

1. Buku teks yang relevan
2. LKS
3. Kamus

#### **I. Penilaian**

6. Prosedur tes : proses dan tes akhir
7. Jenis tes : tulisan
8. Bentuk tes : uraian
9. Alat penilaian : soal dan lembar pengamatan
10. Skor penilaian : skor akhir dan proses menulis

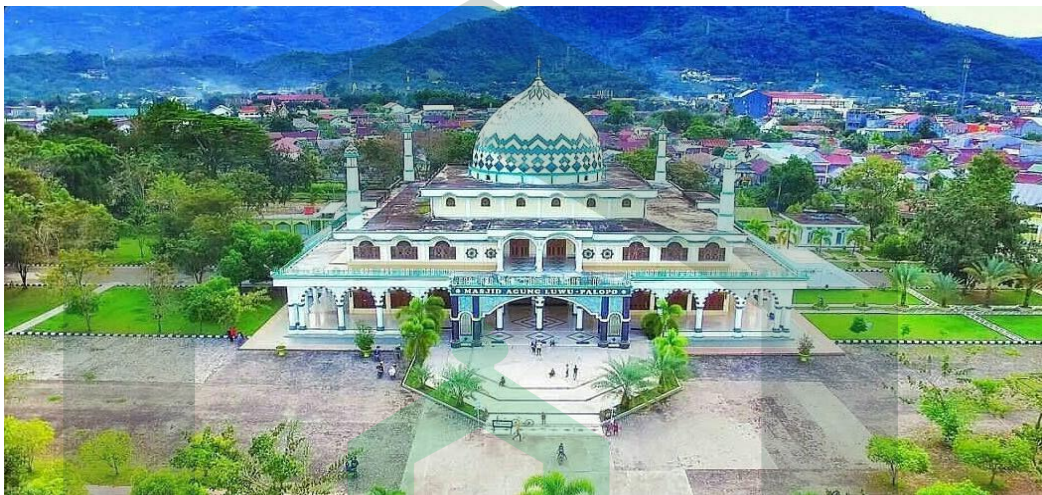
Abdul Jafar H  
Nim 1602020133

### Appendices 3

The material for treatment class consisted of six meetings.

#### 1. The first meeting,

- Teenager identification the picture
- Teenager describe what they think about agung mosque and what teenagers see in the picture.



## 2. The second meeting



### 3. The third meeting



#### 4. The four meetings



5. The five meetings



6. The six meetings





Pretest



Appendices 4

Pre-test

Name : Al-man

age : 17 tahun

Describe the picture below based on your opinion, in three paragraphs!



~~House~~ water. that is the Ho picture the house  
that is picture the water / island.  
that is picture gazebo.  
that is picture Profil.  
that is picture Window

this is a picture a ~~house~~ house  
a ~~to~~ this is a room  
this is a television  
this is a kitchen  
this is a toilet.  
this is a Blanket

this is a picture a house  
this is table  
this is chair  
this is Handphone  
this is Pillow  
this is door.  
this is cupboard.  
this is picture.

Al-man

Pre-test

Name : FAIZ

age : 16

Describe the picture below based on your opinion, in three paragraphs!



The Picture house and water , gazebo  
this is a Picture water  
this is a Picture gazebo  
this is a Picture Photo

~~The Picture~~  
This is a Picture house  
This is a Television  
This is a door  
This is a window

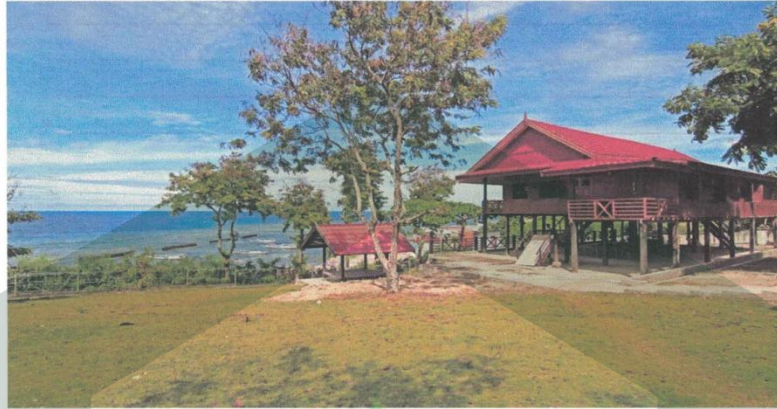
This is a Picture house  
This is a chair  
This is a book  
This is a table

Pre-test

Name : MUH. FAIRUL N.

age : 16 THN

Describe the picture below based on your opinion, in three paragraphs!



This is <sup>a</sup> picture :

- a house
- a water
- a door
- a window
- a room

This is a picture:

- a chair
- a broom
- a car
- a rice
- a table

## Appendices 5

### The first meeting in the treatment class

#### Think Activity



#### Talk activity



#### Writing activity



The second meeting

Think activity



Talk activity



write activity



Third meeting in treatment class

Think activity



Talk in small group

Write activity



The four meetings in treatment class

Talk



writing activity





The five meetings in treatment class

Think activity



writing activity



The Sixth meetings

Think activity



Talk activity



write activity



Post-test



## Appandices 6

Post-test

Name : Al-man

age : 17 tahun

Describe the picture below based on your opinion, in three paragraphs!



In this picture, I see there are many big buildings with a lot of trees on every side of the buildings. There is a parking area behind the building. There are people stand near motorcycle. In front of the class there is a flag pillar.

In the middle of the building, there is a field for the ceremony, there is also trees near field, but the street is quite broken but it can still use it. The area of the building is big. It has a lot of rooms.

Content 35  
Organization 20  
Vocabulary 10  
Mechanics 4

3/19/2020

Post-test

Name : FAIZ

age : 16 Lahun

Describe the picture below based on your opinion, in three paragraphs!



This is a school picture, almost the same as my boarding school green, and large. overall it has 10 buildings consisting classrooms, one teacher room, one teacher office, one mosque, four toilets, one teacher house and one dormitory. when entering the gate of school, we are greeted with a billboard with the words "Let's wash your hands" in front of the gate

Post-test

Name : MUH FAIRUL MIZAM

age : 16 tahun

Describe the picture below based on your opinion, in three paragraphs!



my school are many building and tree, it is very clean and green, we have mosque in the centre of school and we have big field in front of mosque. when we enter the gate we will see canteen in the right side, with many food and drinks. Every day before we start our lesson, we have to clean our class. I love my school.

Appendices 7

Teenagers result in pre-test and post-test

No.	Names	Higher and lower score in pre-test			
		Higher	Lower	Score	Classification
1	Ad	-	Ad	38	Unacceptable
2.	Fair	-	Fair	40	Unacceptable
3.	Soy	-	Soy	39	Unacceptable
4.	Syah	-	Syah	40	Unacceptable
5.	Res	-	Res	38	Unacceptable
6.	Had	-	Had	39	Unacceptable
7.	Ian	-	Ian	41	Unacceptable
8.	AL	Al	-	70	Adaquate
9	Fai	Faiz	-	60	Inadaquate

No.	Names	Higher and lower score in post-test			
		Higher	Lower	Score	Classification
1	Ad	Ad	-	70	Adaquate
2.	Fair	Fair	-	71	Adaquate
3.	Soy	Soy	-	64	Inadaquate
4.	Syah	Syah	-	66	Inadaquate
5.	Res	-	Res	48	Unacceptable
6.	Had	-	Had	44	Unacceptable
7.	Ian	Ian	-	64	Inadaquate
8.	AL	Al	-	83	Good
9	Fai	Fai	-	72	Adaquate



PEMERINTAH KOTA PALOPO  
KECAMATAN TELLUWANUA  
**KELURAHAN BATU WALENRANG**

Jalan: Dr. Ratulangi Km.09 Telp .....

**SURAT KETERANGAN PENELITIAN**

Nomor : 070/241/KBW/IX/2020

Yang bertanda tangan di bawah ini :

Nama : MUNAHIRAH,S.Sos  
NIP : 19710404 199101 2 005  
Jabatan : Kasi Pelayanan Umum

Dengan ini menerangkan bahwa :

Nama : ABDUL JAFAR H.  
Tempat/Tgl. Lahir : Pattahe, 15-12-1995  
Jenis Kelamin : Laki-laki  
Alamat : Dsn. Pattahe, Desa Hoyane Kec.Seko, Kab. Luwu Utara  
Pekerjaan : Pelajar/Mahasiswa  
NIM : 16 0202 0133

Yang bersangkutan benar-benar mengadakan penelitian di Wilayah Kami Kelurahan Batu Walenrang Kecamatan Telluwanua Kota Palopo, sehubungan dengan penulisan skripsi yang berjudul **"THE EFFICACY OF THINK TALK WRITE (TTW) STRATEGY IN IMPROVING WRITING SKIIL FOR TEENAGERS (16 Thn - 17 Thn) AT BATU WALENRANG PALOPO"**.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 17 September 2020

a.n. Lurah  
Kasi Pelayanan Umum



**MUNAHIRAH.S.Sos**

NIP.197104041991012 005





**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  
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 : Abdul Jafar H

Nim : 16 0202 0133

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, 12 Oktober 2020

Ketua Prodi  
Pendidikan Bahasa Inggris



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



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo  
Email:pbi.ftik@gmail.com

### SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum  
NIP : 19771013 200501 2 006  
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Abdul Jafar H.  
NIM : 16 0202 0133  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat/ No. HP : 081346744468

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

Palopo, 09 Oktober 2020

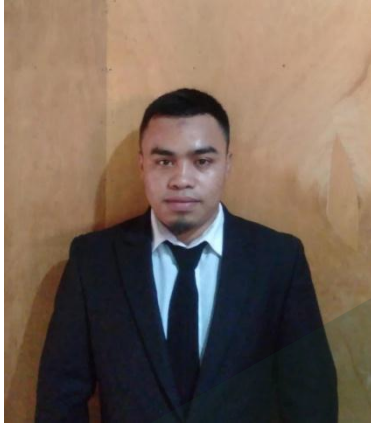
a.n. Dekan  
Wakil dekan I  
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

  
Munir Yusuf, S.Ag., M.Pd  
NIP. 19740602 199903 1 003

  
  
Amalia Yahya, SE., M.Hum  
NIP. 19771013 200501 2 006

## Biography



Abdul Jafar H was born in Pattahe on 15 December 1995. The author is the second of four children of a father named Hamal S and Mrs. Sarni. Currently the author resides in Hoyane in Seko. The author's basic education was completed in 2010 at SDN 081 Hoyane in Seko. After that the researcher continued their junior secondary education at MTS AL-Kahfi Lambiri. At the time of his first education at MTS AL-Kahfi Lambiri, the researcher served as the student council president. After graduating from secondary education the researcher continued their senior secondary education at SMK Islam Hidayatullah Masamba. After graduating from vocational high school in 2016, the author continued my education in the area of education I was engaged in, namely the English language education study program, the Tarbiyah faculty of the State Islamic Institute (IAIN) of Palopo.

contact person penulis: [Jafar011974@gmail.com](mailto:Jafar011974@gmail.com)