

**TEACHING THE STUDENTS' WRITING ABILITY
THROUGH THINK-TALK-WRITE STRATEGY AT X GRADE
TKRD 4 STUDENTS OF SMKN 2 PALOPO**



A THESIS

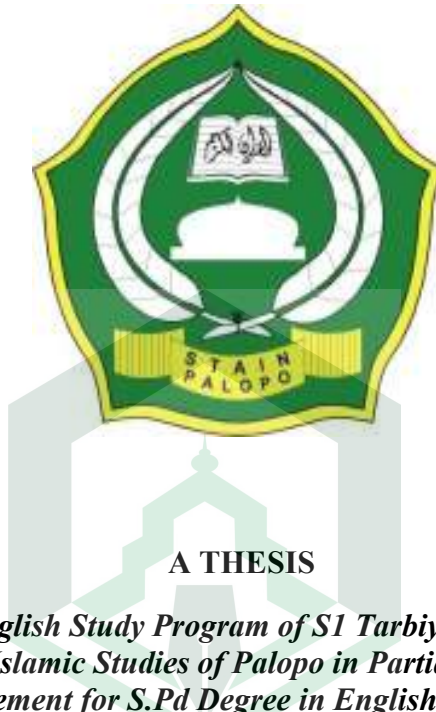
*Submitted to the English Study Program of S1 Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education
Study English*

By,

**HARMAWATI MANNAN
REG. NUM: 08.16.3.0093**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2013**

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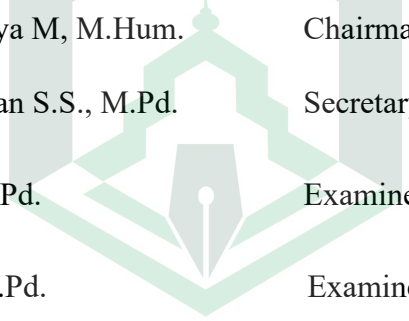
**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled **“Teaching The Students’ Writing Ability Through Think-Talk-Write Strategy At X Grade TKRD 4 Students Of SMKN 2 Palopo”** which is written by HARMAWATI MANNAN, REG. NUM. 08.16.3.0093, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, May 22th 2013, it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, May 22th 2013
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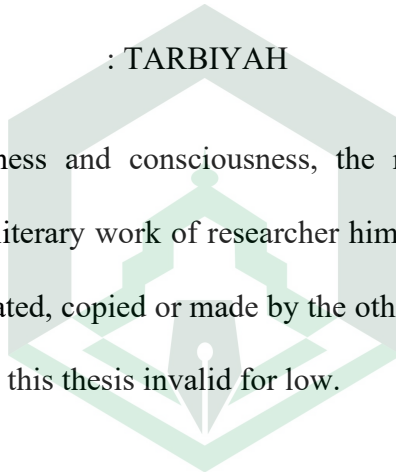
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Palopo, 25th April 2013

The Researcher

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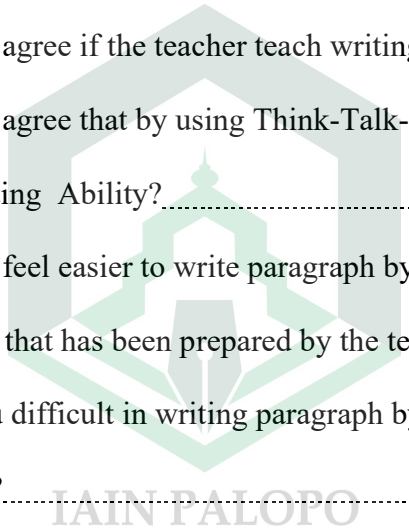
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ABSTRACT

Harmawati Mannan, 2013. *Teaching The Students' Writing Ability Through Think-Talk-Write Strategy At X Grade TKRD 4 Students Of SMKN 2 Palopo*. Thesis, English Study Program of Tarbiyah Department of State Collage for Islamic Studies (STAIN) Palopo.

Consultant : Dr. Jumharia Djamereng, M.Hum and Dr. Masruddin, S.S., M.Hum

Key words : Improving Writing Proficiency Through Think-Talk-Write Strategy.

This thesis aimed to find out information about the using of Think-Talk-Write strategy in writing English. The objectives of the research were to find out the appropriate way in teaching students' writing through Think-Talk-Write Strategy and to know the students' response towards teaching writing through Think-Talk-Write Strategy.

This research was done through Classroom Action Research (CAR). It was held for two cycles namely the first cycle and the second cycle which include four steps for each namely planning, acting, observing and reflecting. This research took place in SMKN 2 PALOPO. It was exactly in classroom X TKRD 4 and consisted of 30 students' in it. In this classroom, the researcher analyzed their score by using simple percentage to know the mean score of the students ability in writing text based on the topic and explained clearly in discussion.

The result of the research, there are two cycle in this research, in cycle one, the result of observation show that the mean score of writing test was 58,5 and the students' participation showed that 66,66% were active. in cycle two, the result of observation showed that the mean score of the writing test of students' at SMKN 2 Palopo was 73,00. Then, the result of observation on students' participation showed that 93,33,% were active. then we can conclude that Think-Talk-Write Strategy is effective in teaching writing comprehension at SMKN 2 Palopo.

CHAPTER I INTRODUCTION

A. *Background*

Writing is one of the language ability that play important roles in human communication. Writing is a form of communication where people can express their idea, feeling and knowledge. writing is a kind of activity where the students express all their ideas in their mind in the paper from word to sentence, sentence to paragraph, and from paragraph to essay.¹ In other words, writing is ability in communicating the idea, thought and feeling into simple paragraph systematically, so the reader can understand and get the point of its contents. In facts, it can not be denied that writing sentences is very important to master because when we write on a subject, it will make us active learners rather than passive receiver of information. It also helps us absorb and process information from a topic that we are going to write and we will be deeply involved to the subject in order to get good sense.

Writing is one of the hardest things that people do because it requires thinking. He also said that, there are several components in writing that should be mastered in writing such as grammatical structure, vocabulary, coherence, organization, and content.² Those components are related to one another in order to

¹<http://www.scribd.com/doc/33502851/Morgan-Currie-1999-Signifying-the-Supematural-Ineffable-Presence-in-Bemini-s-Altieri-Chapel-A-thesis-Submitted-to-the-Faculty-of-Graduate-Studi>. accessed 17 february 2013

² Schwegler, *Pattern in Action*, (Boston: Little Brown Company.USA:1985), p.120

produce a good writing. The absence of one of those components will produce poor result of writing.

It is known that writing is one of 4 integrated skills that have to study. It is not easy to produce a good writing. The ability to write strongly dealt with the use of punctuation, structure, vocabulary, and organization of paragraph. On the other hand, writing is one of ways to develop our opinion, ideas, or our thought in formal or informal sentences. And also there are many aspects that make students cannot write well, such as: they do not have enough ideas to write, they cannot generate a good writing, the class climate does not support or probably they do not understand what they must do.

Based on interview result with the English teacher in SMKN 2 Palopo, it is known that at X grade TKRD 4 Students of SMKN 2 PALOPO, cannot write in English well. Eventhought many ways have been used by the teacher in teaching writing. However sometimes the teacher give attention to the students' interest in learning writing. Consequently, student sometimes write only for assignment purpose, not for communicative purpose. This indicates that the students' do not totally involve in writing since they are not interested in their writing. In teaching writing, particularly for beginner, teacher should involve they students' by stimulating their interest in writing a building positive attitude toward writing.

In English learning, it is usually found that when the students' are given the writing task, they directly write their answers without think first. Even that is not

wrong, but it would be better if the students think first, arrange the idea and test that idea before write it. One of strategy that is believed can improve students' ability in writing is Think-Talk-Write strategy. convinced that this strategy can encourage students to think, to talk, and then write regarding a topic. It is used to develop writing fluency and to rehearse language before writing.³ It also allows students' to interact and manipulate ideas before writing. In addition, it assists students in gathering and expanding ideas through structure conversation. Think-Talk-Write is a strategy that facilitates the oral rehearsal of language and writing fluency. It is based on the understanding that learning is a social behavior. It is chosen in this research in order to give the time to the students to think, to reflect, to arrange, and to test the idea before writing.

Based on the explanation above, the researcher will conduct a research on the title "*Teaching the Students' Writing Ability through Think-Talk-Write Strategy*". at *X grade TKRD 4 students of SMKN 2 PALOPO*.

B. Problem Statement

Regarding to the title of the research and explanation on the background above, the writer formulates a problem statement as follow:

1. What is the appropriate way in teaching writing through Think-Talk-Write strategy at X grade TKRD 4 students of SMKN 2 Palopo?

³Huinker,D.& Laughlin, '*Talk your way into writing*' in P. Elliot & M. Kenny (eds) *Communication in mathematics, K-12 and beyond*, National Council of Teacher of Mathematics, (Virginia: 1996), p.82

2. How is the students' response towards teaching writing through Think-Talk-Write strategy at X grade TKRD 4 students of SMKN 2 Palopo?

C. Objective of the Research

The research question set above, the researcher states the objective of this research as follows:

1. To find out the appropriate way in teaching writing through Think-Talk-Write strategy at X grade TKRD 4 students of SMKN 2 Palopo.

2. To know the students' response towards teaching writing through Think-Talk-Write strategy at X grade TKRD 4 students of SMKN 2 Palopo.

D. Significance of the Research

1. Practically

The result is also expected to be useful information for all teachers and the students in teaching writing ability. In addition, it will be useful to be a feed back for the students about their competence in writing comprehension through Think-Talk-Write strategy.

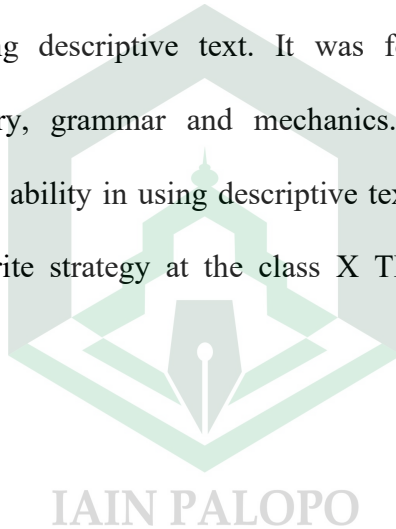
2. Theoretically

The result of this study is expected to be useful information for all teachers and learners of English as foreign language in general and especially for those who want to upgrade their English Writing through Think-Talk-Write strategy.

- a. The result of the research can be used as an input in the instruction of teaching writing ability
- b. The result of this research can be used as the reference for those who want to conduct a research of English teaching and learning process

E. Scope of The Research

This research is focused on the teaching writing ability through Think-Talk-Write strategy in using descriptive text. It was focused on students' content, organization, vocabulary, grammar and mechanics. The researcher focused on improving the students' ability in using descriptive text to improve students' writing through Think-Talk-Write strategy at the class X TKRD 4 students of SMKN 2 Palopo.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Study

In writing this thesis, the researcher found some researches closely related to this research as follow:

1. Sriwati M. Husain has conducted researcher about the improving students writing ability through describing an object the tenth class of man Palopo. She said that there was significant improvement on students' writing ability at the tenth year students of MAN Palopo.¹

2. Wiwik Muliani Nur in her research which is written under the title "Developing Writing Skill Through Description Composition at the first Year students of SMU Negeri 2 Palopo, the writer concludes that students writing skill of SMU Negeri 2 was developed through descriptive composition and one point that the researcher should pay attention in the way or strategy in teaching process.²

3. Akbar in his research entitled "encouraging students' writing skill through pair interview at eleventh year students' of SMAN 2 Palopo". Base on the result, he found that there was significant score of students before and after joining the

¹ Sriwati M. Husain, *the improving student's writing ability through describing an object the tenth class of man palopo*, (STAIN Palopo, 2007),p.55

² Wiwik Muliani Nur, *Developing Writing Skill Through Descriptive composition at the first year students of SMU Negeri 2 Palopo*, (STAIN Palopo,2007),p.60.

treatment with pair interview. It means that through pair interview can encourage student's English writing skill at SMAN 2 Palopo.³

4. Pahira in her research entitled "encouraging students' writing skill through Grammar Translation Strategy (GTM) at the eleventh class of MAN Palopo". Based on the result, she found that Grammar Translation Strategy (GTM) effective in developing student's writing skill at eleventh class students of MAN Palopo by looking the score of the students.⁴

5. Rizkian Aji in her research entitled "The Implementation of Think Talk Write Strategy to Improve Students Writing Skill In Descriptive Text At The Eight Grade Of SMPN 1 Siman Ponorogo In Academic Year Of 2012/2013. Based on the result of the research showed that Think-Talk-Write can Improve the students writing skill in SMP 1 Siman, it could be seen from improvement of average the students' score from 57.52 in cycle I up to 78.89 in cycle II.⁵

Based on previous researcher above, the researcher want to conduct an Classroom action research (CAR), that will use Think-Talk-Write strategy to improving writing ability which correlation students ability.

³ Muhammad Akbar, *Encouraging Students' Writing Skill Through Pair Interview at the Eleventh Year Students of SMAN 2 Palopo*, (A thesis STAIN Palopo, 2008)

⁴ Pahira, *Encouraging Students' Writing Skill Through Grammar Translation Method (GTM) At The Eleventh Class Of MAN Palopo*, (A Thesis STAIN Palopo, 2010), p.47

⁵Rizkian,Aji,M. Metode Pembelajaran ThinkTalkWrite, (<http://mellyirzal.blogspot.com/2008/12/metode-pembelajaran-think-talk-write.html>, access), 17 march 2013.

B. The Concept of Writing Skill

1. The Defenition of Writing

Writing a composition means we compose meaning of something what we want to tell through a written material. Writing is a major tool for learning. writing is productive skill. Writing is the process of inscribing characters on a medium, with the intention of forming words and other larger language constructs.⁶ Most forms of writing are very durable, potentially lasting for centuries, while other forms of writing last only for a few hours or minutes, such as writing in the sand, or writing on a blackboard. The instrument or instruments used for recording, and the medium on which the recording is done can be almost infinite, and can be done by any instrument capable of making marks on any surface that will accept them. Langan says that writing is a skill that anyone can learn with practice. When we write, we give full shape to our thought and feelings then put into written form.⁷

Furthermore writing is the activity or occupation of writing for instance book, story and article.⁸

In addition writing is one of language skills in English and it is one activity that students should do most in their study. Through writing assignment, the students can express their ideas, respond the other ideas tell stories and convey information and

⁶ Jeremy, Harmer, *The Practice of English Language Teaching*, (America: 1991), p.54

⁷ Langan, John. *English Skill, Seventh Edition*, Atlantic Cape Community College (New York:2000), p.2

⁸ Harnby, A. S. *Oxford Learner's Dictionary of Current English*, (fifth edition; New York: Oxford University Press, 1995), p. 1383.

they are expected to be able to compose well organized pieces of writing. Writing is the ability to express ideas, feeling opinion and other in the written form.⁹

Writing as studying to focus our mind on important matters, and learning about them.¹⁰ By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we writing, there are two problematic areas namely “what to write an how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language usage conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

⁹ Abdul Rafab, *Increasing Student's Writing Ability Through Free Topic Writing*. (A thesis, Universitas Muhammadiyah Makassar, 2008), p.4

¹⁰ Lingdblom, Peter, *Writing With Confidence*, New York. Harper Collins Publisher: 1983, p.1

Writing is one of form linguistic competence of expressing idea of language use form in written and beside that in oral.¹¹

Michael McCarthy said that written is problem associated whit spoken transcripts are absent: we do not have to contend with people all speaking at once, the writer has usually had time to think about what to say and how to say it, and the sentence are usually well formed in a way that the utterances of nature, spontaneous talk or not.¹²

Based on the definition above, the researcher concludes that writing just not writing and speaking but we must think about what you write, the researcher must have idea, express about some imagination, and writer have to usually think about what to say and how to say it.

2. The Components of Writing

There are five component of writing: contents, organization, vocabulary, language use, and mechanic.¹³

a. Contents

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should

¹¹ Pardiyono, M.Pd. *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006). P. 9

¹² Michael McCarthy, *Discourse Analysis for Language Teacher* (Cambridge University Press: 1997), p. 25.

¹³ J.B Heaton, *Writing English Language Test* (New York, 1988), p. 146

contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed.

b. Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the message in the writing. The purpose of the organizing materials in writing involves coherence, order of importance, general to specific, specific to general, chronological order which happened from the beginning to the end.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

d. Language Use

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

e. Mechanic

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjectives, act. This aspect is very important since it leads readers to understand or recognizes immediately what the writer means to express definitely.¹⁴

Based on the explanation above, the researcher then conclude that in composing writing, the researcher firstly have to pay attention of five components mentioned above, in order to make our writing be good.

3. The Stages of Writing

There are three stages in process of writing, they are; planning, drafting and revising.¹⁵

a. Planning

Planning is orderly procedure used to bring about a desired result. As the first stages in the writing process, planning is a series of strategies a designed to find and produce information in writing.

¹⁴ Irmawati Ismail, *developing the student's writing ability in the second year students of MAN Palopo through picture* (2007), p.23

¹⁵ James M. McCrimmon, *Writing with a purpose*. (Eight edition,. New Jersey : Houghton Mifflin Company), p.10

b. Drafting

Drafting is a series of strategies designed to organized develop a sustained of writing. Once planning has enabled people to identify several and encouraged people to gather information on these subject perspective, additional draft can be written that further shape, organize, and clarify than work.

c. Revising

Revising is a series of strategies designed to examine and reevaluate the choices that have created a place of writing. After people have complete their primary draft they need to stand back from their text and decide action would seen to be most production.¹⁶

The students of English will benefit more from the writing after listening technique than the writing while listening technique, though it must be acknowledged that both two techniques have not been successful in improving the students auditory comprehension as it is was not meant to do so.¹⁷

Some variation above, can help the researcher in application Think-Talk-Write Strategy in teaching learning process of the research.

¹⁶ Mc Crimmon, James M, *Writing With a Purpose, Eight Edition*, Houghton Mifflin Company, 1984. p. 10-11

¹⁷ Muhammad Amin Rasid ,Hafsah J. Nur, *Teaching English as a foreign language (TEFL) in Indonesia(theory, Practice, and Research)*, (Ujung Pandang : Departement of English Education FPBS IKIP Ujung Pandang, 1997), P. 118

4. The Characteristics of Good Writing

There are some characteristic of good writing,¹⁸ as follows:

- a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically from a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.
- b. Good writing reflects the writer skill to write to interest readers in subject and demonstrate a thought sound understanding of it.
- c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.
- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

Good writing is the result of much practice and hard work. This fact should encourage you: it means that the ability to write well is not a gift that some people are born with, not a privilege extended to only a few,

5. The Process of Writing

Writing is commonly seen as a three stage process, pre-writing, writing and rewriting, they are:

- a. Pre-writing

Before actual composition begins, there always a period of getting ready, and this period can be view moments, a few days, weeks, or even years. We can consider

¹⁸ Adhelstein, Michael E., and Prival, Jean G, *The Writing Commitment*, (New York: 1980), p.124

the problem involved in this prewriting stage of composition, namely: finding a usable topic, discovering ideas, defining our audience and defining imitation.

b. Writing

One way to think the process of the writing process in to break it down in it its major units, such as sentences which together to make up coherent essay. Therefore, we can say that his major problems in the writing process are:

- 1) Producing effective sentence (sentence structure)
- 2) Constructing paragraph (paragraph development)
- 3) Crating a coherent overall from far the essay (organization)

c. Rewriting

Rewriting is the process of making deletion, rearrangement, and substitutions. When a writer makes of significant change it the paper. Rewriting should not be confused by editing. We mean cleaning up the manuscript, punctuating correctly, eliminating, misspelling, making sure that verbs agree with their subject and so on. When we write, we can delete, add, re arrange, substitute of some words, phrases, sentences, and paragraphs section.¹⁹

6. The Purpose of Writing Ability

The researcher suggest that has involved in societies as a result of culture change creating communicative needs which connect be rapidly met by the spoken

¹⁹ Arisah. *Improving Students' Writing Skill Through Diary at the Eleventh Years Students of Pondok Pesantren AS'ADIYAH KEC. Malangke* (Palopo, 2011). P.15-16

language. He speculates that with emergence of culture based on agricultural rather than hunting

and gathering, there develop a need permanent record. In the modern word, writing language serves a range of function in everyday life. Include the follow.

a. Primarily for Action Public Signs

Road and situations: Product Label and Instructions, en on foot, tads or toys purchased: recipes, map, television, and radio guides bills menu, telephone directory, ballot papers, computer manuals, monitors and print outs for social contact personal correspondence: letters, postcards, greeting cards.

b. Primary for Information

Newspaper (New, edition) and current affairs magazines hobby magazines; nonfiction books, text book; public notice; advertisements; political pamphlets; scholastic etc. report guide books and travel literature.

c. Primary for Entertainment

Light magazine, comic strips: fiction books: poetry and drama: newspaper features: film subtitles: game, including computer games. This different purpose for language will be reflected in the text through which the functions are realized; letters have different characteristic from newspaper editorial, which have different characteristic from poem, and so on. As me have seen these different exist within sentence at the level of grammar, and beyond the sentence at level structure.²⁰

²⁰ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 16

How to Write Academic Writing

1. Micro skills for Writing

- a. Produce graphemes and orthographic pattern of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization, pattern and rules).
- e. Express particular meaning in different grammatical form.
- f. Use cohesive devices in written discourse.
- g. Use the rhetorical forms and conventions of written discourse.
- h. Appropriately accomplish the communicative function of written texts according to form and purpose.
- i. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification.
- j. Distinguish between literal and implied meanings when writing.
- k. Correctly convey culturally specific references in the context of the written test.
- l. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.²¹

²¹ Brown, H. Douglas, *Teaching by Principles*, (New York: Longman, 2001), p. 343

2. Principle for Designing Writing Techniques

- a. Incorporate practice of “good” writers.
- b. Balance process and product.
- c. Account for cultural/literary backgrounds.
- d. Connect reading and writing.
- e. Provides as much authentic writing as possible.²²

C. Paragraph

1. Definition of Paragraph

Paragraph is a portion of an article or chapter in a scientific work which means the writing must begin with a new line. Paragraphs also known by other names paragraph. Paragraphs are made by making the first word in the first line into the (slide to the right) some beats or spaces. Similarly, the next paragraph as the first paragraph following the presentation.²³

A paragraph is a group of related statements that writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.²⁴ It is a group of related sentences that develops one main idea, which is the topic of the paragraph. Each

²² Brown, H. Douglas. *Teaching by Principles*. (New York: Longman, 2001), p. 346

²³ Ardilazuardi. *defenisi paragraph* (<http://wordpress.com/2009/11/04/>) 12th des 2013

²⁴ Alice Oshima dan Ann Hogue. *Introduction to Academic Writing*. (New York: Longman, 1997), p. 6

paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph.²⁵ It is division of a piece of writing that started on a new line.²⁶

2. Mean Parts of paragraph

According to F. Scoth Walters a good paragraph must consist of three main structural parts, namely topic sentences, supporting sentence, and concluding sentence.

a. Topic sentence

A topic sentence usually comes at the beginning of paragraph, that is, it is usually the first sentence in a formal academic paragraph. Not only is a topic sentences the first sentence in a paragraph, but more importantly, it is the most general sentence in a paragraph.

b. Supporting Sentence

Supporting sentence usually comes after topic sentence. Supporting sentence support of example, that ideas the express in a topic sentence and paragraph in English often have more than two supporting.

²⁵ Alice Oshima dan Ann Hogue. *Introduction to Academic Writing*, (New York: Longman, 1997), p.71

²⁶*Oxford Learner's Pocket Dictionary*. (New York, 2000), p. 309

c. Concluding Sentence

In formal paragraph you will sometimes see a sentence at the end of the paragraph which summarizes the importation that has been presented.²⁷

Not all academic paragraphs contain concluding sentence, especially if the paragraph is very short. However, if your paragraph is very long, it is good idea to used concluding sentence.²⁸

3. Structure of Paragraph

The structure of paragraph is involved in two types as follow:

a. Deductive

The deductive structure places the controlling idea for the near beginning and the topic of paragraph is the first few sentences and provides some background information or makes general statement.

b. Inductive

The inductive paragraph structure begins whit evidence reason leading to the statement of the writer claim of the end of paragraph. The main conclusion is the most important parts of reasoning and usually comes at the end of a paragraph.²⁹

²⁷ Hartawati, *Developing Students' Writing Ability Through Picture at the Eleventh Years Students of SMAN 4 Palopo.*(Palopo:STAIN Palopo, 2011),p.27

²⁸Scott Walter, *Basic Paragraph Structure*, (Online). 2000 (<http://www.Paragraph.com/>)online November 27th 2012

²⁹Wikipidia the Free Encyclopidia, *Deductive and Inductive Paragraph Organization* (<http://www.englishsoftware.org/articles/writebetter-english/deductive-inductive-paragraph-organization/>)online desember 4th 2013.

4. Main Part of Paragraph

Main part of paragraph divides into:

- a. Topic Sentence
- b. Supporting Sentence
- c. Concluding Sentence

5. Types of Paragraph

There are seven types of paragraph, such as:

- a. Narration
- b. Exposition
- c. Definition
- d. Description
- e. Comparison
- f. Process Analysis
- g. Persuasion.



6. Personal writing

Personal writing is expression of the writer's ideas of feeling based on his own experience, which written down for the sake of him or his pleasure, or for the pleasure of his family and friends. According its form, personal writing can be classified as follows:

- a. Journal/ diary
- b. Autobiographical narrative

- c. Personal essay
- d. Autobiographical encode

Personal writing should be:

- a. Lively
- b. Interesting, fascinating, attracting
- c. Refreshing
- d. Natural and honesty.

Anything that is being written as personal experience or writing must be focused on the writer's idea or feeling, not other's. The benefits of personal writing are as follows:

- a. Personal writing guides us to analyze ourselves and we can recognize our own personality.
- b. Personal writing guides us to the activity of writing more complex writing.

D. Descriptive Paragraph IAIN PALOPO

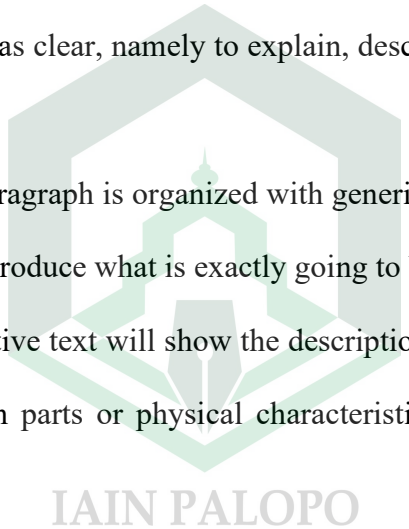
In broad sense, description as described by Kane is defined as in the following sentences and is about sensory experience how something looks, sounds, tastes.³⁰ Mostly it is about visual experience, but description also deals with other kinds of perception. So, to conclude from the above explanation Kane, writing descriptive paragraph is describing the meaning associated with the sensory experience, such as

³⁰Efendi, Online([Http://www.belajarbahasainggris.us/2012/01/teks-descriptive-descriptive-text.html](http://www.belajarbahasainggris.us/2012/01/teks-descriptive-descriptive-text.html)), 17 march 2013.

what form, sound, and taste. Most text is descriptive of the visual experience, but in fact the experience apart from the sense of sight can be used in the descriptive paragraph.

But specifically, descriptive paragraph is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, we can say that the paragraph descriptive is the text that describes what kind of person or an object described, good shape, properties, number and others. Goal of the descriptive paragraph was clear, namely to explain, describe or express a person or an object.³¹

A descriptive paragraph is organized with generic structure of identification in the first paragraph to introduce what is exactly going to be described. After stating the identification, a descriptive text will show the description of the object. Paragraphs of description may contain parts or physical characteristic, value or quality, usage or function.



IAIN PALOPO

1. Generic Structure in Descriptive Paragraph

When writing descriptive paragraph, there are several sets of common generic structure, the structure is:

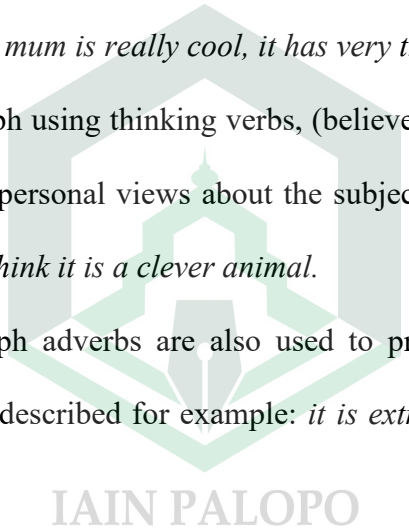
- a. Identification, contains the identification of matter a will be described.

³¹Ahmad.Sugeng, *Descriptive Text* [Http://www.englishindo.com/2013/01/penjelasan-contoh.html](http://www.englishindo.com/2013/01/penjelasan-contoh.html).accesses, on 17 January, 2013.

- b. Description, contains the explanation description of the thing person to mention a few properties.

2. Characteristic of Descriptive Paragraph

- a. Descriptive paragraph using present tense, for example: *go, eat, fly, etc.*
- b. Descriptive paragraph using a variety of adjectives are adjectives describing, numbering, and classifying, for example: *two strong legs, sharp white fangs, etc.*
- c. Descriptive paragraph relating verbs used to provide information about the subject for example: *my mum is really cool, it has very thick fur, etc.*
- d. Descriptive paragraph using thinking verbs, (believe, think, etc) and feeling verbs to express the author's personal views about the subject for example: *Police believe the suspect is armed, I think it is a clever animal.*
- e. Descriptive paragraph adverbs are also used to provide additional information regarding the adjective described for example: *it is extremely high, it runs definitely past, etc.*



E. Think-Talk-Write Strategy

Think-Talk-Write is a strategy that facilitates the oral rehearsal of language and writing fluency. It is based on the understanding that learning is a social behavior. It encourages students to think, talk, and then writes regarding a topic.³²

Think-Talk-Write strategy is used to develop writing fluency and to rehearse language before writing. It allows students to interact and manipulate ideas before

³² Huinker, D. & Laughin, 'Talk your way into writing' (Virgina:1996), p.120

writing. In addition, it assists students in gathering and expanding ideas through structured conversation.

Think-Talk-Write is a learning model developed by Huinker and Laughlin. Learning model Think-Talk-Write strategy is based on the understanding that learning is a social behavior. In this learning model, learners are encouraged to think, speak, and then write down related to a topic. This method is a method that can train the ability to think and speak the learners.

According to Huinker and Laughlin, 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.³³

1. Think

Thinking is to conceive thoughts and ideas by reasoning, to form an opinion, to judge, to consider, to employ and to bring one's intellectual faculties to work, to concentrate one's thoughts on any given subject.³⁴

³³ Nikmatul maula. *Model Pembelajaran Think-Talk-Write*, (<http://maulanikmatul.blogspot.com/2012/01/model-pembelajaran-think-talk-write-ttw.html>). access on 17 march 2013

³⁴ Maskanian. *Critical-Thinking*, online: (<http://www.treehugger.com/philosophy/critical-thinking.html>), 17 february 2013.

To think is to analyze, examine and sort out information and form in the mind ideas or opinions, to perform any mental operation, to reason, to bring to mind or recollect, to determine, resolve and to work things out.

Thinking is the act of reasoning from factual knowledge and or evidence. Thinking is to use the mind for processing imagination and information, to arrive at logical conclusions, from premises known and or assumed to be true for making imaginative decisions.

2. Talk

Talk for Writing is the exploration, through talk, of the thinking and creative processes involved in being a writer. We take children on a magical journey as we, alongside them, explore what it is to be a writer.

Talking the text is the missing link of teaching writing. Children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text they begin to internal the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition.

The strategies are fun, engaging and motivating for children. A positive classroom culture is developed whereby the whole class learn to talk, discuss and think like writers.³⁵

³⁵ Pie Corbet. *What is Talk for Writing?* (<http://www.literacytrust.org.uk/projects-networks/talk-for-writing/about/what-is-talk-for-writing>), access on 17 march 2013.

Definition of talk:

- a. The ability to pronounce the articulation or the words to be expressed, to convey the idea, feeling, etc.
- b. The tool for communicating the idea that has been arranged and developed according to the need of the reader.
- c. The process of communication with the society.
- d. A creative expression where it is not only to communicate the idea but also to create and formulate the new idea.
- e. The act which has been learned or known from the family, neighbour, and around us where we live before enter to the school.³⁶

Elements of talk:

- a) The speaker
- b) The content of the speech
- c) The listener
- d) Comment

Concepts of talk:

The concepts of talk as means of communication consist of nine things:

- a) Reciprocal activity
- b) The process of communication
- c) Creative expression

³⁶ Logan's. *Talk* (<http://en.wikipedia.org/wiki/>), 17 february 2013.

- d) The act
- e) Learned act
- f) To talk is influenced by the experience
- g) Increase our knowledge
- h) Linguistic ability

3. Write

Actually when writers write, they think of things that they did not have in mind before they began writing. The act of writing generates ideas. This is different from the way we often think of writers as getting ideas fixed in their heads before they write them down. The notion that writing is a medium for thought is important in several ways. It suggests a number of important uses for writing: to solve problems, to identify issues, to construct questions, to reconsider something one had already figured out, to try out a half-baked idea. This insight that writing is a tool for thinking helps us to understand the process of drafting and revision as one of exploration and discovery.

Raimes states some reasons about the importance of writing. According to him, writing is used to help students in learning process. The reason for that as follows:

- a). Writing reinforces the grammatical structure, idiom, and vocabulary that have been teaching to the students.

- b). When the students write, they also have a chance to be adventurous with the language, to go beyond what they have learned to say.
- c). When the students write, they necessary become very involved with the new language, the effort to express.³⁷

There are five elements of the writing act. It is called the rhetorical situation.

1). Author

Some need a quite place and others write happily with music playing and friends wandering around the room. Although the writers have different habits and write in different ways, all good writers have at least one common characteristic, it is active reader.

2). Audience

A good sence of audience is one of the most important factor in writing well. Inexperienced writers often write as if they do not really expect anyone else to read what they have written.

3). Purpose

A writer's purpose is essentially same as writer's motive, both term are used to describe what a writer hopes to accomplish the benefit of having a clear sense of purpose is obvious. It is more likely to accomplish the objective.

³⁷ Raimes. *Techniques in Teaching Writing* (<http://www.kaboodle.com/reviews/paperback-1983>, 17 february 2013.

4). Topic

Although the terms subject and topic are often use interchangeable, a distinction can be made between them. Subject is often used to describe the general area that is writer has considered. Then the topic identifies the specific part of that subject which has been discussed before.

5). Content

Writing is also influenced by the particular even or circumstances that prompted it, what is called content of writing.³⁸

To develop understanding, reflection and communication are needed. reflection means consciously considering the own experiences and ideas and trying to see phenomena from different perspectives. This creates mental connections between ideas, facts, and procedures, and therefore increases understanding. Communication means participating in a social interaction, challenge and share thoughts with one another, and asks for explanations and clarifications. This stimulates the consideration of our own ideas so we can argue them. To facilitate communication in learning English and to formulate and develop thinking skills, the students must be allowed to use a language that they know better than a typical second language.

In mathematical learning process, working together in smaller groups, cooperative learning gives students greater opportunities to reflect on and work at mathematical concepts in communication with others than they have in a whole-class

³⁸ Miller, Robert Keith, *Motives for Writing, fifth edition*, University of St. Thomas, (New York:2005), p.45.

teaching situation. In smaller groups, the students can use their own informal language in an informal fashion. It is also more probable that the students dare to try out new words, ideas, and concepts in a small group. If the students are divided into language groups, they can help each other to grasp the explanations of classmates and teachers. The teacher's authority, which, according to Barnes, inhibits student communication, is less restraining if the students work in smaller groups that are uncontrolled by the teacher. Teaching becomes more effective if the tasks that the students work with are designed with regard to the variety of experiences in the class, for example, the strategies that the students use to make various calculations. The students have the chance to reflect on their own and their classmate's solutions as well as negotiate openly with each other about meaning and understanding.

This makes the variation of conceptual notions and ideas existing in a multicultural class into an asset instead of a liability.³⁹

The importance of writing when reflecting on notions. Writing something makes it clearer to the writer, which in turn makes it easier to reflect on your own way of thinking. Writing externalizes thinking more than speaking because it calls for higher precision. Most students find this difficult; speaking is more natural than writing.⁴⁰ Huinker and Laughlin emphasize the significance of conversation as a

³⁹ Barnes, *From Communication to Curriculum*, Harmondsworth, Penguin: 1976, p.90

⁴⁰Pimm. *Reflective Thinking*, (<http://julialandaimaed549.blogspot.com/2008/01/2article.html>, 17 february 2013).

means to help students learn to reflect through writing. One purpose of using written documents in teaching is that rewriting concepts gives the students the opportunity to reflect on the subject and process it linguistically.

Based on five elements of writing above, the researcher use the all of elements in implementation writing ability through Think-Talk-Write strategy.

4. The Steps of Think- Talk-Write strategy

- a. Think. The students are given a topic or a problem which is related with their life. In this step, the student thinks about the topic. They think, how to give solution about the problem, how to solve it, etc. they do it by individually and using their own words.
- b. Talk or discussion. In this step, the students discuss their idea with their friend. They arrange, reflect, and test the idea by doing discussion with their friend in each group. The improvement of the students can be seen when they communicate with others. How do they share the idea and their explanation about the ideas. This is important because one of the reasons for the talk step is to clarify the student's thinking and add to each other's store of knowledge. It is also necessary for each partner to have enough time to talk and react.
- c. Write. Every student then write what they have been discussed with their friend. They write about the strategy and solution of the problem each students make the conclusion.⁴¹

⁴¹ Huinker and Laughlin, *Think Talk Write*, (<http://www.mtsd.k12.wi.us/MTSD/District/ela-curriculum-03/writing.html>), 17 february 2013

Based on the steps of Think-Talk-Write strategy above, the researcher will use all of the steps to make support this research in teaching learning writing ability.

There are three important steps that must to do in mathematical learning process, such as:

1. Think

According Huinker dan Laughlin “*Thinking and talking are important steps in the process of bringing meaning into student’s writing*”.⁴²

In this stage learners individually think of possible answers or method completion, make a note of the ideas contained in literature, and the things which are not understood in accordance with its own language. According to Yamin Martinis and Bansu I. Ansari "Activities of thinking can be seen from the process of reading a text mathematical or contain mathematical story and then make a note of what has been read". In making or writing notes learners distinguish and unite the ideas presented in the reading text, then translate into their own language.

According to Wiederhold, as quoted by Yamin Martinis and Bansu I. Ansari "Make a note means Analysis objectives and examine the contents of a text written materials". In addition, learn how to make / write a note after reading stimulates the

⁴² Huinker and Laughlin, *Think Talk Write*, (<http://www.mtsd.k12.wi.us/MTSD/District/ela-curriculum-03/writing.html>), 17 february 2013

activity of thinking before, during, and after reading, so as to enhance the knowledge of even improving thinking and writing skills.⁴³

According Gusni Satriawati In mathematics learning to think mathematically classified into two types, namely low-level thinking and higher-order thinking". Examples of low-level mathematical thinking, which perform simple arithmetic operations, applying mathematical formulas directly, and follow the standard procedure, while the higher-level thinking is characterized by the ability to understand mathematical ideas in more depth, gave data and recognize implicit ideas, formulate a conjecture, analogy , generalization, reasoning logically solve problems, mathematical communicate, and relate mathematical ideas with other intellectual activities.

At this stage learners will read a number of problems given in the Activity Sheet Learners (LKS), then after reading the students will write down things that are known and not known about the problem (make a note of individuals). Furthermore students were asked to solve existing problems individually. This stage of the process of thinking there will be seen when the students read the problem and then write back what is known and not known about a problem. In addition, the process of thinking would happen when trying to complete your learner problems in individual worksheets.

⁴³Nikmatul,maula..*Model Pembelajaran ThinkTalkWrite*,(<http://maulanikmatul.blogspot.com/2012/01/model-pembelajaran-think-talk-write-ttw.html>). 17 march 2013

2. Talk

According Huinker dan Laughlin “Classroom opportunities for talk enable students to (1) connect the language they know from their own personal experiences and backgrounds with the language of mathematics, (2) analyzes and synthesizes mathematical ideas, (3) fosters collaboration and helps to build a learning community in the classroom”.

Beside that, Huinker dan Laughlin he said that Talking encourages the exploration of words and the testing of ideas. Talking promotes understanding. When students are given numerous opportunities to talk, the meaning that is constructed finds its way into students’ writing, and the writing further contributes to the construction of meaning.

Martinis Yamin and Bansu I. Ansari expressed in mathematical talk is important because as the main way to communicate in mathematics, the idea of the formation (forming ideas) through the process of talking, improve and assess the quality of thinking because talking can help determine the level of understanding of learners in the learning of mathematics.

In the talk stage allows learners to talk skillfully. At this stage learners will practice math communicate verbally with members of his group. The problem to be discussed is the problems that learners have thought of before on stage think. In general, learners according Huinker and Laughlin can happen naturally talking but not write. Students learn the process of talking through his life as an individual

interacts with the social environment. With discussion can increase the activity of students in the class. Communicate in discussion of creating learning environments that encourage learners to communicate between learners can enhance the understanding of students because when students discuss, learners construct a variety of ideas to put forward.⁴⁴

3. Write

According Masingila dan Wisniowska 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 and mention that for teacher, writing can elicit (a) direct communication from all members of a class, (b) information about student's errors, misconception, thought habits, and beliefs, (c) various students' conceptions of the same idea, and (d) tangible evidence of students' achievement.

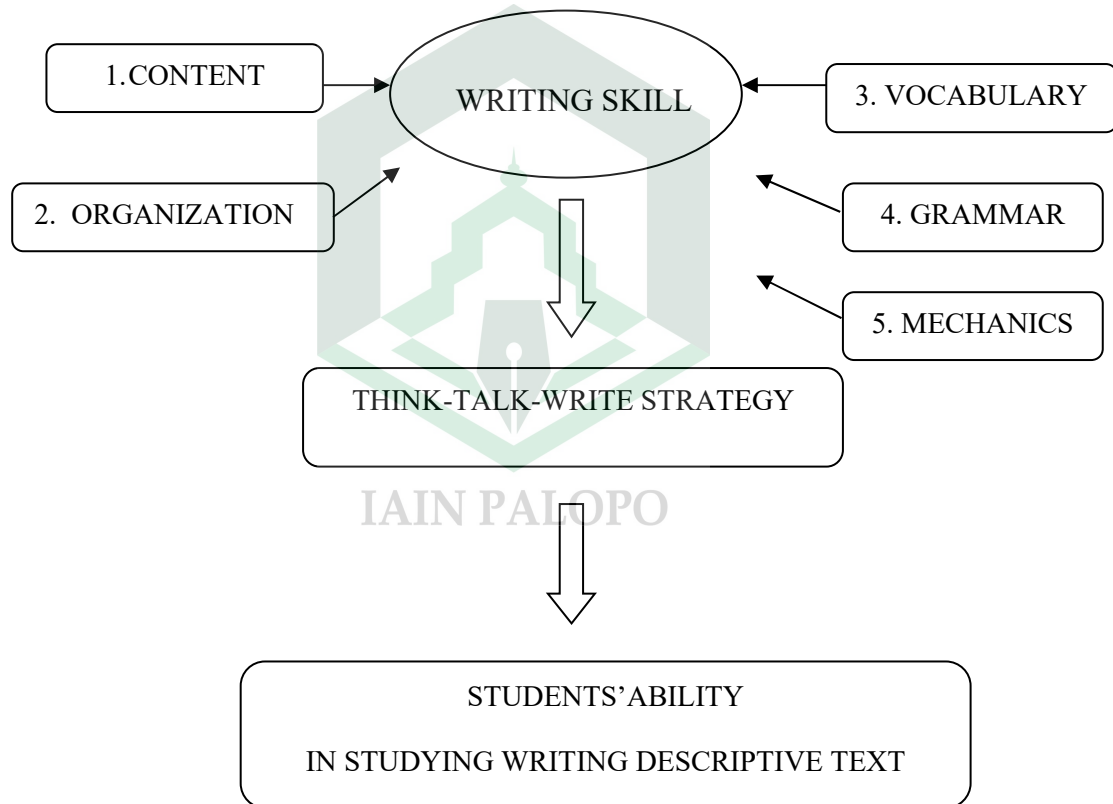
Writing activity learners at this stage include: writing solutions to problems / questions provided including calculations, organize all the work step by step (well completion, some use diagrams, graphs, or tables to be easily readable and actionable), corrects all the work so sure there are no jobs or miss calculation, and believe that the best work, which is a complete, easy to read and guarantee its authenticity (Martinis Yamin and Bansu I. Ansari,

At this stage, students will learn to perform mathematical communication in writing. Based on the discussions, the students ask to write for completion and

⁴⁴Nikmatul,maula..*Model Pembelajaran ThinkTalkWrite*, (<http://maulanikmatul.blogspot.com/2012/01/model-pembelajaran-think-talk-write-ttw.html>). 17 march 2013

conclusion of the issues that have been given. What learners write at this stage may be different from what students write on individual records (think stage). This happens because after he discussed learners will gain new ideas to solve a problem that has been given.

E. Conceptual Framework



Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. People can communicate with others when they are not where are or at a different time than you are. In other words, writing is one tool of communication over time and space.

In the methods of teaching writing, there are at least five elements that will be assessed, including: content, organization, vocabulary, grammar and mechanic. The Think-Talk-Write strategy, the five elements are included in the assessment. If the fifth element has been achieved by students marked the achievement of a predetermined value, it can be said the students' writing ability is good, and can proceed with the development of sustainable. So we can say that their ability have improved be Intermediate level or more.

Through Think-Talk-Write strategy can be an interesting way to teach descriptive because it can increase the student's creativity by rewriting their adventures. By using this strategy, students can learn to write their idea, so that they will easily understand the use of time signals. Thus consciously or not, they have begun to learn on their own, With the spirit and consciousness of their own, the students will find it easy to write because they have experienced it. If so, automatically they will learn tenses in it, grammar and others. However, this ways have usefulness when student must writing by using all tenses.

F. Classroom Action Research

1. Definition of classroom action research

Classroom Action Research (CAR) or classroom action research is an action research which does for mend quality of education practice in classroom. Classroom action research focus in classroom or teaching learning process which happen in classroom not yet in input classroom or output. Classroom action research concerns everything in classroom.⁴⁵

According to Stephen Kemmis as quoted D. Hopkins in his book entitled *A Teacher's Guide to Classroom Research*, stated that action research is : a from of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out. Action research is the way groups of people can organize the conditions under which they can learn from their own experinces and make their experience accessible to other.⁴⁶

Action research is a term which refer to a practical way of looking at your own work to check that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and

⁴⁵ Suhardjono, *Penelitian tindakan kelas*. Jakarta, p.58

⁴⁶ Sukardi, Ph. D. *Metodology Penelitian Pendidikan*, (Bumi Aksara: Jakarta, 2009), P. 210

because it involves you thinking about and reflection on your work, it can also be called a form of self-reflective practice.⁴⁷

2. Objective of classroom Action Research

- a. Increase content quality, input, process, result of education and learning in school.
- b. Helping teacher and other staff for solving learning problem and education inside or outside classroom.
- c. Increase professional attitude educator and other staff.
- d. Growing to develop academic culture in school environment so create attitude proactive in mend education quality and learning sustainable manner.⁴⁸

3. Characteristic classroom action research

- a. Characteristics of classroom action research, among others: an inquiry on practice From Within The first characteristic of CAR is that its activity is triggered by practical problems that lived in the teacher teaching in class. Therefore, CAR is practice-driven and action-driven, in the sense of CAR goal to improve practical, direct - here, now often referred to as research or practical (practical inquiry). This means CAR focuses on specific issues contextual.
- b. The role of lecturers CAR in the early stages is to be a sounding board (reflecting the idea) for teachers who deal with problems in day-to-day execution of their duties.
- c. A collaborative effort of school Between Teachers and teacher educators. Because lecturers CAR not have direct access, then the CAR held collaborative with

⁴⁷ McNiff. *action reseach principle and action*.1992.p.102

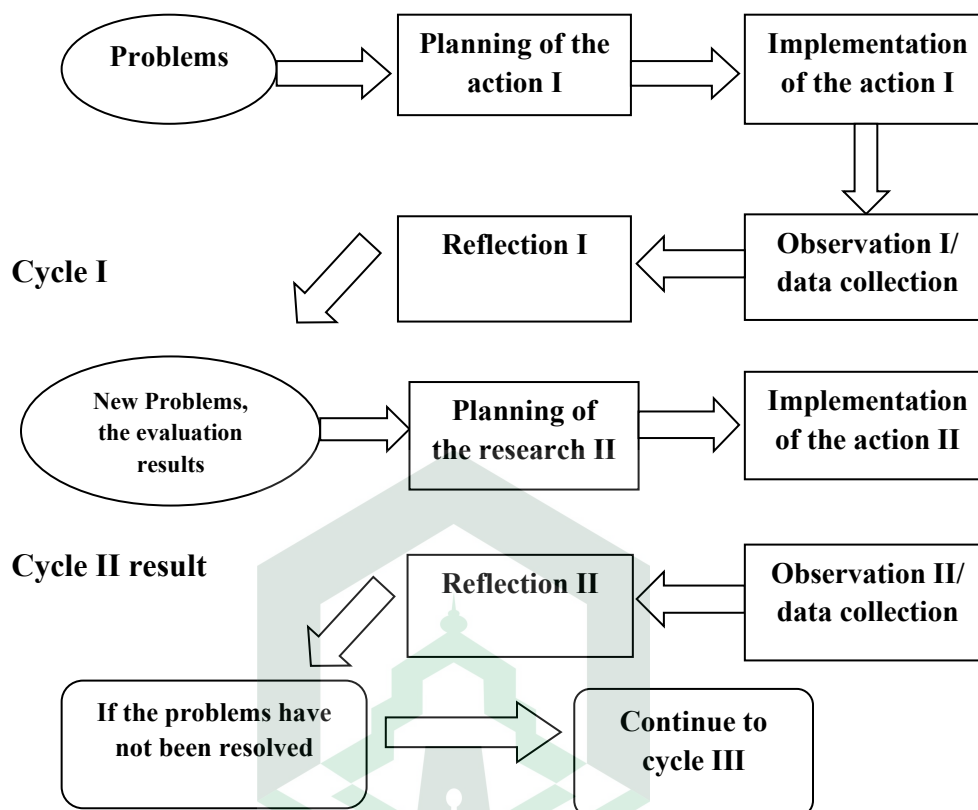
⁴⁸Supardi. *Classroom Action Reseach*.jakarta.2006.p.107

her class teacher who became the arena of CAR. Because who has scene so that the lectures are teachers who are interested in doing CAR not have access to the scene in the roles of practitioners. Therefore must be consistent feature of collaborative cooperation shown as in the overall implementation of CAR stages, ranging from problem identification and diagnosis of the situation, the design of corrective action, up to the collection and analysis of data and reflects about the findings in addition to preparing the report.

d. Reflective practice made public. Faculty involvement in CAR not as a center of education experts assumed the function as supervisors or middle school teachers as the developer of education (missionary approach), but as colleagues, as well as prospective teacher educators should have the need to learn in order to improve the quality of the field their own performance. In this connection, teachers who collaborated in the CAR must assume multiple roles as practitioners in the implementation of daily management tasks at the same time also systematically examine the praxis itself. If this accomplished well then will educate researching culture among teachers, and is a strategic step in professionalism professorship. This professional harassment in the form of wholesale service providers' weeks to make a list of numbers in the process of promotion credit functionally implicated teachers lately may be terminated.⁴⁹

⁴⁹ Ibid,p.111

4. Procedure of Classroom Action Research



The Cycle of Classroom action research⁵⁰

In procedure of classroom action research the researcher plan two cycles. The first cycle consist of four activities. If the researcher has known success and obstacle from action which was implement in first cycle. And in the second cycle there are repair additions from first cycle. In every cycle there are minimal three meeting and in every last meeting the researcher give test for students to know how far this Think-Talk-Write Strategy implement in teaching learning to improve students writing ability at X grade TKRD 4 students of SMKN 2 Palopo.

⁵⁰ Baedhowi, *Membimbing Guru dalam Penelitian Tindakan kelas*. (kementerian pendidikan nasional: 2010), p. 15.

CHAPTER III

METHOD OF THE RESEARCH

A. Time and Place of the Research

This research was conducted at the even semester of the X grade TKRD 4 students of SMKN 2 Palopo, for a month on March 18th until April 18th in academic year 2012/2013.

B. Subject and Object of the Research

This research was carried out at SMKN 2 Palopo The subject was took from the students of class X grade TKRD 4 students of SMKN 2 Palopo in academic year 2012/2013. The total number of students are 30 students.

The object of research was the implementation of Think-Talk-Write strategy in teaching students writing ability in descriptive text. Besides that, the research was conducted and focused in how to manage the learning process well.

C. Procedures of the research

The method that is used in this research is classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection. This research is held around two cycles. They are first and second cycle

and each cycle is the series of activity which has close relation. Where, the realization of the second is continued and repaired from the first cycle.

a. Cycle I

The implementation of classroom action research in the first cycle as follows:

1) Planning

There are some activities carry out in this step namely:

- a) The researcher make lesson plan which described teachers step and students step in solving the students' problem of writing skills.
- b) Making the observation checklist for observing the condition of learning process.
- c) Prepare facilities which will be used at learning process in classroom action research.
- d) Selecting the writing material which are appropriate with conduct of classroom.
- e) Researcher discussed with the observer to clarify what should be done dealing with the process of observation.
- f) Researcher determined the success indicators of this running Think-Talk-Write Strategy in the form of classroom action research.

2) Acting

There are some activities that was done in this phase namely:

a) Opening

- 1) The researcher gives motivation to the students by giving positive feed back, support them then gave confidence spirit.

2) The researcher tells out the learning aims and the basic of competence that will be done in with use the Think-Talk-Write strategy.

3) The researcher gives the paraphrase of writing material.

b) Practice

1) The researcher divides the students into some groups and then gives them one interesting topic.

2) The researcher asks the students to give their opinions about the topic that will be given. They are given the times about 15 minutes to discuss the topics with their friend in their group.

3) The researcher gives chance to each group to deliver their opinions that will be discussed with their friends, other students give addition or objection from the other group.

4) Each student writes down the conclusion, main idea or result of discussion.

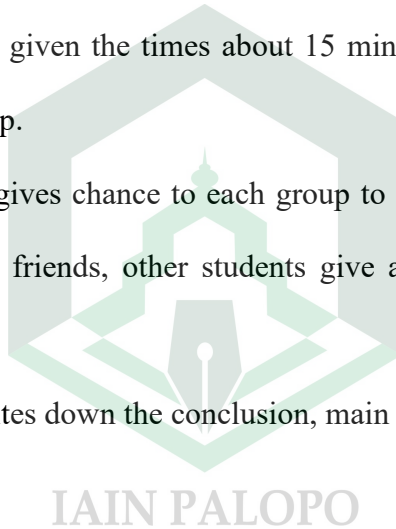
c) Closing

Ask the students to college their writing task

d) Observing

During the learning process going on, the observer observed all of students' learning encourage and teacher's learning activity with use the instrument of observation that have prepared by the research.

e) Reflecting



This step is conducted to know how far the students understand the materials which have been given. What the strength and the weakness of the activities are. What characteristics of students appeared during the learning process were evaluated. Those phenomena are a reference to manage the next planning. Those cycles are continued to second cycle until the target of learning is achieved.

b. Cycle II

1) Planning

In this section the researcher did the next action based on the value of cycle 1 namely:

- a) Continued the activities that had been done in cycle 1.
- b) Repaired the weakness in the cycle 1
- c) Making lesson plan again in learning process from the result of cycle 1 reflection.

2) Acting

In this step, action was done to upgrade the result based on the cycle 1 reflection. The step were the same with the previous cycle to encourage the students writing skill by Think-Talk-Write strategy.

3) Observing

In doing observation at cycle 2 was almost same with the observation at cycle

4) Reflecting

Reflection was done to see the result of cycle 2 action process, to analyze, understand and make conclusion activity. researcher analyzed cycle I to know whether the action of this cycle reaches success criteria based on the result of action. The action research would make success.

D. Techniques and Instrument of Collecting Data

a. Observation

In this research there are two kinds observation, observation students' activity and observation implemented learning. Observation students activity was focus at students active in learning process. and observation implement learning was focus at teacher activity or students in learning process. And observation not yet in observation sheet was writed in field note.

Observation is a technique to collect data by observing every incident is on going and recorded by means of observations about the things that will be observed or researched. Observations carried out to observe the correspondence between implementation and planning of actions that have been prepared and to determine the extent of implementation of the action may result in changes in accordance with the desired. In this observation is also used to observe directly the interest of researchers studied student researched, the interest is reflected in the sight of people exiting, attention and enthusiasm of students in learning to follow.

Observation in order to work well, it would require a tool or instrument of observation. Observation instruments in CAR as a guideline for observation to observe the things that will be observed. To facilitate research or observation to make observations then use a tool or instrument of observation is a check list or check list. Check list is the observation that contains a list of all the aspects to be observed so that the observation of live tick (√) on aspects of the observations.

b. Test

Used test individual which the function to know students understanding after learned writing ability through Think-Talk-Write strategy.

c. Questionnaire

Questionnaire technique is a method that be used with made list question then be given to the respondent by letter and be answered by letter too. In this case writer uses five alternative choise as follow:

- 1) Strongly Agree
- 2) Agree
- 3) Uncertain
- 4) Disagree
- 5) Strongly Disagree.¹

¹ Tawakkal, *Encouraging Students to speak english by using picture at the secon level students of ESC Family Palopo*, (Palopo; STAIN Palopo, 2011), p. 41

d. Recording

Recording is used to take the information of students' teachers' and partner's activity and also used to do interview.

E. Component of writing test

The researcher used writing test. The objective score was classified into five scales. The components that involved.

- a. Content is the substance of writing, the idea expressed.
- b. Organization is the purposes of organization material in writing which happen from beginning to the end.
- c. Vocabulary is all the word that used by students.
- d. Grammar is the correct use of syntactic pattern and structural words.
- e. Mechanic is use of graphic convention of the language.

1) Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, Focused, and interesting detail, complete, rich, well focus, main idea, stand out, secondary ideas do not unsure to much attention

2	15-26	Good	Clear the focused, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general.
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking I purpose or theme.
4	9-11	Poor	Not fluent, does not communicated, information is very limited
5	5-8	Very Poor	No organization, not enough to evaluate because no meaningful

2) Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly stated Effective word, choice, and usage specific and accurate
2	15-17	Good	Adequate range occasional error of word/ idiom, choice and usage the

			language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair	Quiet clear, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words
4	7-9	Poor	No communicated, transition are very weak, leaving. Connection between ideas fuzzy, incomplete or bewildering.
5	5-7	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling.

3) Vocabulary

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No.	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice and the usage, specific and accurate.
2	15-17	Good	Adequate range occasional error of word/ idiom, choice and usage the language communicated but rarely captures the

			reader imagination, while the overall meaning.
3	12-14	Fair	The writer struggle with eliminated vocabulary, grouping for words.
4	9-11	Poor	Many errors of words/ idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, often words simply do not feat the text: verb are weak and view in number: is, are, was, were and dominated.
5	5-8	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

4) Grammar

No.	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition.
2	20-22	Good	Effective but simple construction minor

			problem in complex construction several errors of tense, word error, function, pronouns, and preposition but meaning seldom of cored.
3	16-19	Fair	Major problem in simple construction, frequent errors of negative, agreement, tense, word, order/function, pronouns, preposition and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot be understand and evaluated.
5	5-8	Very Poor	Virtually not master of sentence construction rules.

5) Mechanics

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No	Score	Classifications	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors of spelling, punctuation, capitalization, paragraphing

3	3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors of spelling, functions, capitalization, paragraphing
5	1	Very Poor	Illegible writing.

The measure the quality of the students' writing score on the five components observed, the result of the classification was classified in toi classification follows:

91-100	classified very good
76-90	classified as good
61-75	classified as poor
0-50	classified as very poor ²

F. Technique of Data Analysis

To analyze the data in the classroom action research was done quantitatively. The quantitative data was analyzed by using descriptive analysis. The descriptive analyses that used were mean score, distribution of frequency, minimum value, maximum value, and percentage.

²J.B Heaton, *Writing English text*, (New York : Logman. 1998),.p.146

a. To calculate the mean score of the students' test result. The writer was used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = the total number

N = the number of sample.

b. To know development of the students' writing skill, research was used percentage technique.

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where: P : percentage of the students

X^1 : The first main score

X^2 : The second main score. ³

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G. Working Indicators

The using of running Think-Talk-Write strategy succeeded if students' average score was ≥ 75 . The quality of learning and teaching process increased from first cycle to second cycle and second cycle to the third cycle. This quality could be seen from the students' behavior emerge during learning and teaching processes.

³ Takbir. *Improving the students' to composing narrative Text by using jumbled sentence (a classroom action research at class X-D of SMAN 2 Sungguminasa Gowa Regency)*. (Thesis Universitas Muhammadiyah Makassar, 2010). P.21

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. Before proceeding to the findings, it is important to explain the cycle of the research.

A. Findings

1. Cycle I

a. Planning

In planning section, the researcher prepared to carry out the action research class that required different tools there were: learning implementation plan (RPP), the supported instrument: test, questionnaires, observation, camera, and prepare the topic. In this section, the researcher prepared what had to do in the section steps.

1. Greeting and opening class to the students’.
2. Introduction to the students about Think-Talk-Write strategy.
3. The researcher explained the material about Think-Talk-Write strategy which give some topic in the writing class.
4. The researcher explained how to use Think-Talk-Write strategy in the writing class.
5. The researcher and collaborator discussed about the students’ problem and activity since they teach in the classroom.
6. The researcher gave chance to the students’ for expressing their difficulties in writing class or in the learning process.

b. Action

There are some activities was done in this phase namely:

1. The researcher tells out the learning aims and the basic of competence that will be done in with use the Think-Talk-Write strategy.

In process Think. The students are given a topic or a problem which is related with their life. In this step, the student thinks about the topic. They think, how to give solution about the problem, how to solve it, etc. they do it by individually and using their own words.

2. The researcher tells out the learning aims and the basic of competence that will be done in with use the Think-Talk-Write strategy.

3. The researcher gave the paraphrase of writing material.

4. The researcher divides the students' into some groups and then gave them one interesting topic.

Talk or discussion. In this step, the students discuss their idea with their friend. They arrange, reflect, and test the idea by doing discussion with their friend in each group. The improvement of the students can be seen when they communicate with others. How do they share the idea and their explanation about the ideas. This is important because one of the reasons for the talk step is to clarify the student's thinking and add to each other's store of knowledge. It is also necessary for each partner to have enough time to talk and react.

5. The researcher asks the students' to gave their opinions about the topic that will be given. They are given the times about 15 minutes to discuss the topics with their friend in their group.

6. The researcher gave chance to each group to deliver their opinions that will be discussed with their friends, other students give addition or objection from the other group.

7. Each students' writes down the conclusion, main idea or result of discussion

In process Write. Every student then write what they have been discussed with their friend. They write about the strategy and solution of the problem each students make the conclusion

c. Observation

Based on observation activity made by researcher and partner (observer) in the cycle I, the researcher and observer look at of students that not active or less active or students' that was confused about Think-Talk-Write strategy, and in observation researcher found the students' that confused in implementation Think-Talk-Write strategy.

In this class just some of students' writing, speak, and active because they find a difficult vocabulary in dictionary and asked with the other friends and the teacher. and the other less and shy to asked with their friends or sharing. They did not friendly and done alone.

Learning process began by starting the purpose and motivation. Application of learning in the first cycle was still very low views of the students' activity were not enthusiastic in following lesson. students' activity was still lack of ideas in developing their writing, passive in received of information as well as in the learning process, it is difficult to express an idea. It can be seen when the learning process took place. The result of observation on students' activities during the teaching and learning process: The students' writing ability showed students' lexicon use in writing showed have low score. The mean score was only 58,5, it can be seen in the table below:

Table 1
The result of students' active participations

Students				
	Very active	Active	Less active	Not active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				

013				
014				
015				
016				
017				
018				
019				
020				
021				
022				
023				
024				
025				
026				
027				
028				
029				
030				
	2	16	9	3

Note:

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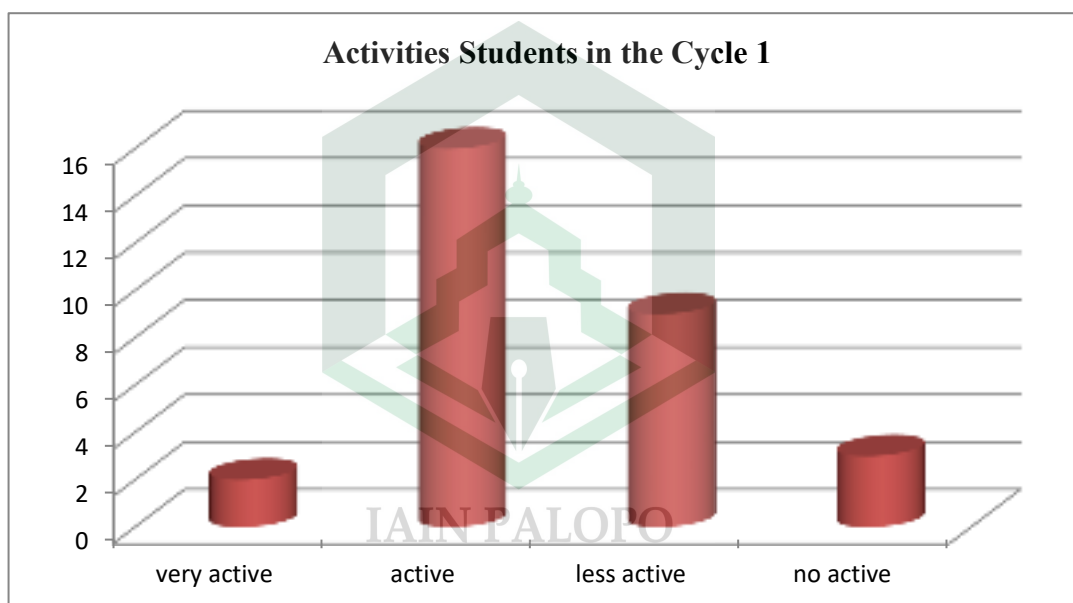
- a. **Very active** : the student is responsive and participate fully in all activities in the learning teaching process.
- b. **Active** : the student response the material by writing and interact with the teacher and the others.
- c. **Less active** : the student pays attention and gives response once in a while.
- d. **Not active** : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class.

Table 2

The percentage of student's active participant

Classification	Frequency	Percentage (%)
Very active	2	6,66%
Active	16	53,33%
Less active	9	30%
Not active	3	10%

Diagram 1



Based on research data in the cycle 1 which is shown by the description above that included 30 respondents, there were 2 students were very active in the writing by using Think-Talk-Write strategy and the percentage reached 6,66 %. The active students were 16 and the percentage reached 53,33 %. The less active students were 9, and the percentage reached 30 %. And there were 3 students who are not active and the percentage 10 %.

Referred to the result of cycle 1, the researcher and partner intended to continue the research to the cycle 2 by repairing and making planning and doing the action to reach the criteria of success in the learning process. The both researcher and partner found that actually the students in the cycle 1 were most active to participate but there were still some who were less active and even not active caused by the students perception is Think-Talk-Write strategy is a new strategy to understand it more.

The score of test result students perception

Table 3

The raw score of students writing in cycle 1

Respon- dent	Content	Organi- zation	Vocabulary	Grammar	Mechanic	Score (X)
001	9	11	12	14	4	50
002	10	11	12	13	4	50
003	20	10	11	15	4	60
004	10	11	12	13	4	50
005	9	11	12	14	4	50
006	9	11	12	14	4	50
007	8	11	12	15	4	50
008	20	11	10	15	4	60
009	20	10	11	15	4	60
010	20	12	12	8	3	55
011	22	14	16	19	4	75
012	10	11	12	13	4	50

013	20	10	11	15	4	60
014	20	11	10	15	4	60
015	20	11	10	15	4	60
016	20	10	11	15	4	60
017	20	10	11	15	4	60
018	11	11	12	13	3	50
019	21	13	14	18	4	70
020	20	10	11	15	4	60
021	20	11	10	15	4	60
022	20	12	12	8	3	55
023	23	13	15	20	4	75
024	22	13	10	17	4	65
025	10	11	12	13	4	50
026	23	13	15	20	4	75
027	11	11	12	14	2	50
028	22	13	10	17	3	65
029	21	13	14	18	4	70
030	11	11	12	13	3	50
Total	502	341	356	499	113	1.755
Mean score	16,73	11,36	11,86	16,63	3,76	58,5

- Mean Score of Content :

$$X = \frac{\sum x}{N} = \frac{502}{30} = 16,73$$

- Mean Score of Organization :

$$X = \frac{\sum x}{N} = \frac{341}{30} = 11,36$$

- Mean Score of Vocabulary :

$$X = \frac{\sum x}{N} = \frac{356}{30} = 11,86$$

- Mean Score of Grammar :

$$X = \frac{\sum x}{N} = \frac{499}{30} = 16,63$$

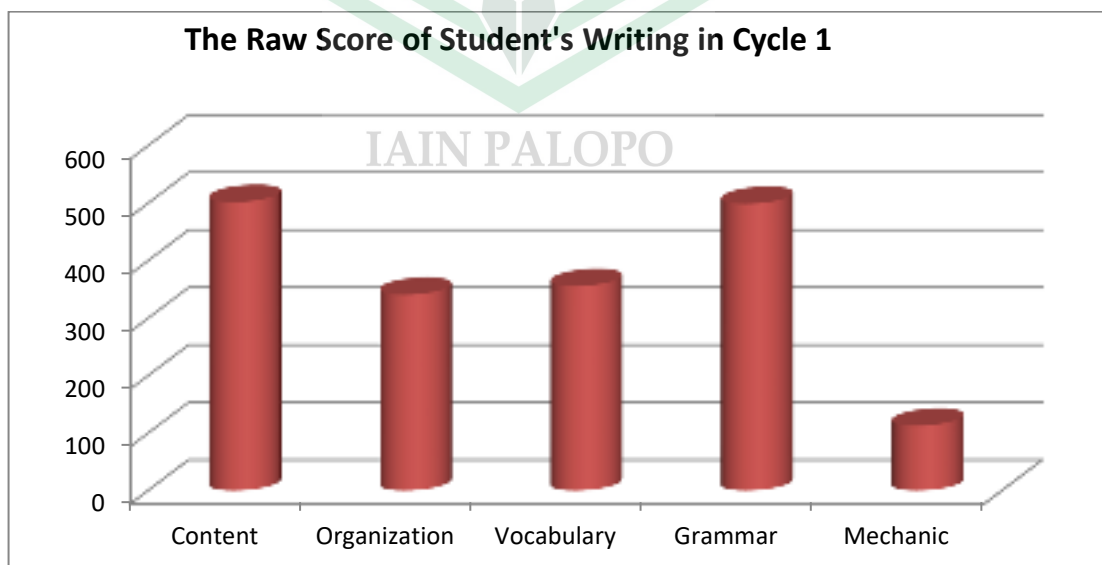
- Mean Score of Mechanic :

$$X = \frac{\sum x}{N} = \frac{113}{30} = 3,76$$

- The mean score of all components in cycle 1 :

$$X = \frac{\sum x}{N} = \frac{1755}{30} = 58,5$$

Diagram 2



The Scoring Classification of the Students in cycle 1

1. Content

Table 4

The Criteria and percentage of the students' in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-0	-	-
2.	Good	15-26	19	63,33%
3.	Fair	12-14	-	-
4.	Poor	9-11	10	33,33%
5.	Very Poor	5-8	1	3,33%
			30	100%

Table 4 indicates that the criteria and percentage of the students contents in the cycle 1 There were 19 students (63,33%) got “Good” score, 10 student,33,33%)got “poor” score, 1 students (3,33%) got “very poor” score, and none students got Fair and Very good in score content.

2. Organization

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Table 5

The Criteria and percentage of the students' in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	-
2.	Good	15-17	-	-
3.	Fair	12-14	9	30%
4.	Poor	9-11	21	70%
5.	Very Poor	5-8	-	-
			30	100%

Table 5 indicates that the criteria and percentage of the students' organization in cycle 1 that there were 9 students (30%) got "Fair" score, 21 students (70%) got "poor" score, and none students got very good, good and very poor in score organization .

3. Vocabulary

Table 6

The Criteria and percentage of the students' in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	-
2.	Good	15-17	2	6,7%
3.	Fair	12-14	16	53,33%
4.	Poor	9-11	12	40%
5.	Very Poor	5-8	-	-
			30	100%

Table 6 indicates that the criteria and percentage of the students vocabulary in the cycle 1 that There were 2 students (6,7%) got " Good" scores, 16 students (53,33%), got "Fair" score, 12 students (40%) got "poor" score and none student (0%) got "Very Good and Very poor".

4. Grammar

Table 7**The Criteria and percentage of the students' in the cycle 1**

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	-	-
2.	Good	20-22	2	6,66%
3.	Fair	16-19	5	16,7%
4.	Poor	9-15	21	70%
5.	Very Poor	5-8	2	6,7%
			30	100%

Table 7 indicates that the criteria and percentage of the students' grammar in cycle 1 that there was none of them (0) got "Very Good" score for grammar, there were 2 students' (6,66%) got "good" there were 5 students' (16,7%) got "fair" score, 21 students' (70%) got "Poor" score, 2 students (6,7%) got "Very Poor" score.

5. Mechanic

Table 8**The Criteria and percentage of the students' in the cycle 1**

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	-	-
2.	Good	4	24	80%
3.	Fair	3	5	16,66%
4.	Poor	2	1	3,33%
5.	Very Poor	1	-	-
			30	100%

Table 8 indicates that the criteria and percentage of the students' grammar in cycle 1 that there was none of them (0) got "Very Good and very poor" score for grammar, there were 24 students' (80%) got "good" score, there were 5 students' (16,66%) got "fair" score, 1 student (76,6%) got "Poor" score.

d. Reflection

The reflection was done by the researcher and partner. There were found some weakness in the use of media that needed to repair.

There were some significant weaknesses in the first cycle, such us: (a) The students' seemed not be discipline, learning situation was not interested because some students' seemed confuse with their new lesson, and than there is no feed back between the students' and the researcher. finally the researcher ask to the students' for take it easy or relaxed in learning process. (b) The condition of class was noising when the researcher gave explanation about writing trough Think-Talk-Write Strategy cause Think-Talk-Write Strategy still not familiar for students' because most of them were not interested. (c) Most of Them do not have much vocabulary, that is why they full difficulty in making paragraph based on the topic.

In order to improve the weakness and to keep the successful in the first cycle, the researcher was planned in the second cycle as follows: (a) Give more motivation to the students' to be active in peer evaluation and discussion. Beside that the researcher gave the different topic it mean that the students' have many choice to be used as the alternative. (b) Gave chances to the students' who good score in the

previous cycle to share their knowledge with their friends, in other that the researcher gave the score every students' from result assignment, If they got low score in cycle I and they try to got good score in cycle II. (c) Researcher should be good at being to control the class and guide students' in the application through Think-Talk-Write Strategy and often motivated students' learning activity.

2. Cycle II

a. Planning

In this revised planning, The researcher prepared some preparation that closely some of the cycle I. but before do the acting of this cycle, The researcher hoped students' more active in the writing class than before, and researcher effort the students' got good score in this cycle, but there was little different from the first cycle such as: (a) The researcher helped students' to understand topic, the researcher prepare more interest topic in discussing, it means that each students' got new idea to write. (b) and than shared with students' to understand the difficult word. (c) The researcher asked the students' to sit in groups not separately. The researcher made grouping in their seat, to discuss together.

b. Action

Actions first meeting in this cycle were based on the revised plan. At the beginning of the meeting of this cycle, the researcher did perception such as asking some questions related to the previous material then gave the students some motivation words be active in learning process and how important the English writing

ability. in this cycle were based on the revised plan. When the students were ready to study the researcher repeated again about Think-Talk-Write strategy in learning writing skill. The researcher helped students to understand topic, and then shared with students to understand the difficult word, the researcher gave the different topic and easy to understand than before.

At the beginning of the meeting of this cycle, the researcher did perception such as asking some question related to the previous material then gave the students' some motivational words by telling them how important the English writing skill. When the students' were ready to study, the researcher asked the students' to sit in group to make discussion like in the previous meeting in the cycle I.

c. Observation

When the learning took place, the observer helped the researcher in the classroom to give students' guidance who have difficulty. students' have usually understood this Think-Talk-Write strategy that lesson run well.

The researcher and partner observed the learning activity about condition of the learning and teaching process that covered the students' active participation in the writing ability trough Think-Talk-Write strategy. The students' were really encouraged, the researcher and partner knew this from their face and manners. This is pretty good condition for the learning and the researcher is sure that they would convey the idea and they can writing to give their opinion to the researcher and their friends.

Furthermore, here were the partner's observation result in the cycle II; (a) The students' interested the topic better than in the cycle I, (b) The Students' understand how to implementation Think-Talk-Write strategy better because they have understand and know to writing in paragraph. (c) The students' were more active than cycle I because they got much opportunity to write their idea, They found new vocabulary, can give the opinion and practice to give idea.

The observer saw also the Teacher more interactive with their students' to lead discussion process and the researcher also got more questions about the topic with the students' discussed, so the condition in the cycle II more good than before.

Table 9

The instrument of observing the students' activity to writing by using Think-Talk-Write Strategy

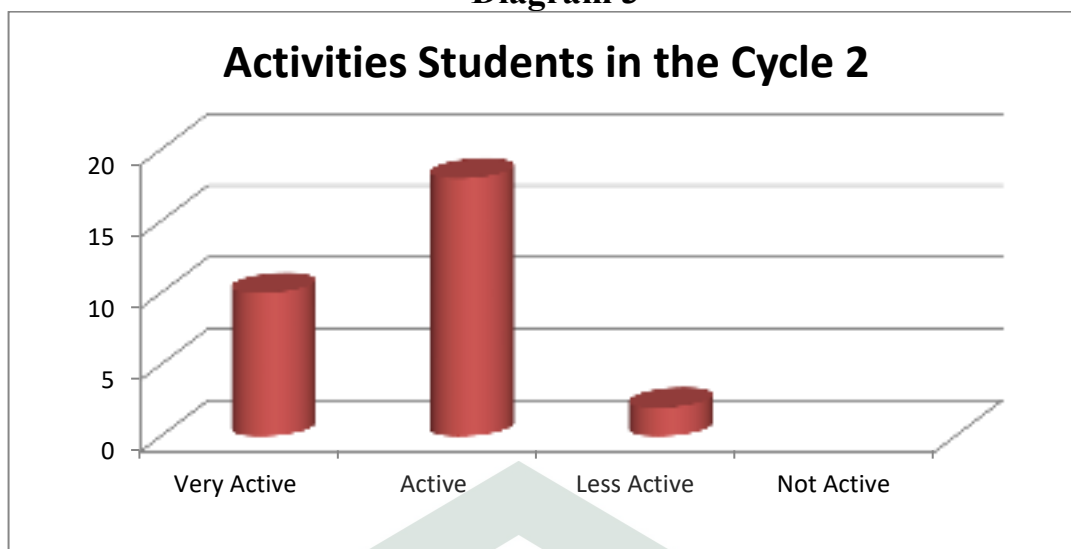
Questionnaires	Very active	Active	Less active	Not active
	001			
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				

012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
022				
023				
024				
025				
026				
027				
028				
029				
030				
	10	18	2	0

Table 10
The percentage of student's active participant

Classification	Frequency	Percentage (%)
Very active	10	33,33%
Active	18	60%
Less active	2	6,66%
Not active	-	-

Diagram 3



Based on research of data analysis can be known that from 30 respondents, there were 12 students were observed *very active* in the writing learning process by using Think-Talk-Write Strategy, and the percentage reached 40%. There were 18 students were observed as the *active* and the percentage reached 60%. Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. The researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*.

Table 11

The raw score of student's writing in cycle 2

Respon- dent	Content	Organi- zation	Vocabulary	Grammar	Mechanic	Score (X)
001	21	14	13	18	4	70
002	22	18	16	20	4	80

003	22	14	17	18	4	75
004	20	15	16	17	2	70
005	19	16	15	17	3	70
006	20	14	15	18	3	70
007	22	13	10	17	3	65
008	20	14	15	18	3	70
009	21	15	18	17	4	75
010	20	12	12	18	3	65
011	23	15	17	21	4	80
012	22	14	17	18	4	75
013	22	14	17	18	4	75
014	20	15	14	18	3	70
015	22	16	18	20	4	80
016	23	15	17	21	4	80
017	20	14	15	18	3	70
018	20	10	11	15	4	60
019	22	18	16	20	4	80
020	21	15	18	17	4	75
021	21	15	18	17	4	75
022	20	14	15	18	3	70
023	22	16	18	20	4	80
024	21	15	18	17	4	75
025	20	14	14	19	3	70
026	22	14	17	18	4	75
027	20	14	15	18	3	70
028	21	13	14	18	4	70
029	21	14	17	19	4	75

030	20	10	11	15	4	60
Total	630	430	464	543	108	2,175
Mean score	21	14,33	15,46	18,1	3,6	72,5

a. Mean Score of Content :

$$X = \frac{\sum x}{N} = \frac{630}{30} = 21$$

b. Mean Score of Organization :

$$X = \frac{\sum x}{N} = \frac{430}{30} = 14,33$$

c. Mean Score of Vocabulary :

$$X = \frac{\sum x}{N} = \frac{464}{30} = 15,46$$

d. Mean Score of Grammar :

$$X = \frac{\sum x}{N} = \frac{543}{30} = 18,1$$

e. Mean Score of Mechanic :

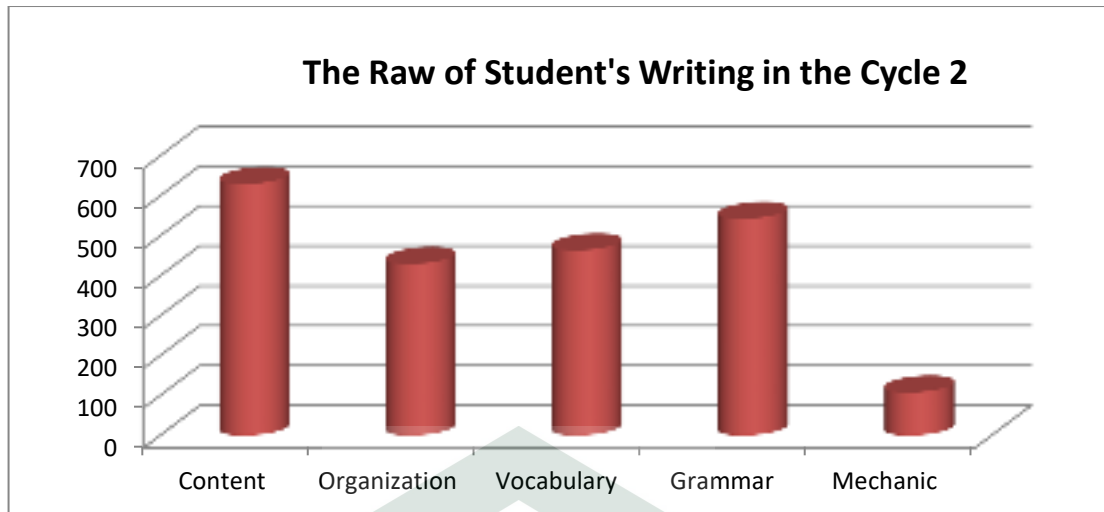
$$X = \frac{\sum x}{N} = \frac{108}{30} = 3,6$$

f. The mean score of all components in cycle 1 :

$$X = \frac{\sum x}{N} = \frac{2175}{30} = \mathbf{72,5}$$



Diagram 4



b. The Scoring Classification of the Students in cycle 2

1. Content

Table 12
The Criteria and percentage of the students' in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	-	-
2.	Good	15-26	30	100 %
3.	Fair	12-14	-	-
4.	Poor	9-11	-	-
5.	Very Poor	5-8	-	-
			30	100%

Table 12 indicates that the criteria and percentage of the students' content in cycle 2 that there was 30 students (100%) got Good.

2. Organization

Table 13
The Criteria and percentage of the students' in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	2	6,6%
2.	Good	15-17	11	36,6%
3.	Fair	12-14	15	50%
4.	Poor	9-11	2	6,6%
5.	Very Poor	5-8	-	-
			30	100%

Table 13 indicates that the criteria and percentage of the students' organization in cycle 2 that there were 2 students (6,6%) got "Very Good and Good" score for organization, there were 11 Students (36,6%) got "Good" score, 15 student (50%) got "Fair" score, 2 student (6,6%) got "Poor", and none (0%) score in Very Poor.

3. Vocabulary

Table 14
The Criteria and percentage of the students' in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	6	20%
2.	Good	15-17	16	53,33%
3.	Fair	12-14	6	20%
4.	Poor	9-11	2	6,6%
5.	Very Poor	5-8	-	-
			30	100%

Table 14 indicates that the criteria and percentage of the students' vocabulary in cycle 2 that there were 6 students (20%) got "Very Good and Good" score for Vocabulary, there were 16 student (53,33%) got "Good" score, and 6 student (20%) got "Fair" score, and 2 student (6,6%) got "poor" score, and none students Very Poor in this score.

4. Grammar

Table 15

The Criteria and percentage of the students' in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	6	20%
2.	Good	20-22	22	73,33%
3.	Fair	16-19	2	6,6%
4.	Poor	9-15	-	-
5.	Very Poor	5-8	-	-
			30	100%

Table 15 indicates that the criteria and percentage of the students' grammar in cycle 2 that there were 6 students (20%) got "Very Good and Good" score for grammar, there were 22 students (73,33%) got "Good" score, and 2 students (6,6%) got "Fair" score, and none students got scoring poor and Very Poor.

5. Mechanic

Table 16**The Criteria and percentage of the students in the cycle 2**

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	14	46,66%
2.	Good	4	10	33,33%
3.	Fair	3	1	3,33%
4.	Poor	2	-	-
5.	Very Poor	1	-	-
			30	100%

Table 16 indicates that the criteria and percentage of the students' mechanic in cycle 2 that there were 14 students (46,66%) got "Very Good and Good" score for mechanic, there were 10 Students (33,33%) got "Good" score, 1students (3,33%) got "Fair" score, and none students got scoring poor and Very Poor.

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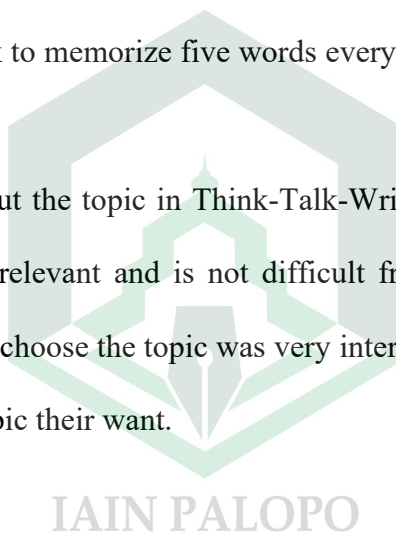
d. Reflection

Based on the result of the observation and the students' in the second cycle had been improved. Nevertheless, The researcher needed to do reflection to find out the solution of the weakness found in second cycle they are: The students' activeness in the classroom were increased, 18 students' very active, 12 students' active, 0 students' less active and 0 students' not active. It is mean 60% students' active in learning and 40% students' very active. The students' were very enthusiastic in

writing and seem discipline. The condition of the class was not noisy. The ideal mean score have achieved in fist cycle 58,5 than in the second cycle was 72,5.

Although in the second cycle was successful but there was still problem, such us problem vocabulary . The students' in SMKN 2 Palopo, especially of class X-TKRD 4 was low ability in vocabulary. For solving the problem the researcher ask to the students' opened the dictionary to find the meaning of vocabulary from Think-Talk-Write Strategy process. beside that the researcher gave some types to study English for example ask to memorize five words everyday and practice English every day.

Beside that, about the topic in Think-Talk-Write strategy, the researcher was choosen the topic that relevant and is not difficult from students'. For solving the problem, the researcher choose the topic was very interested and real life and also had to the students' what topic their want.



3. Students' Response

The Questionnaire result of the students' perception:

To get more valid data to know the students' perception, the researcher used questionnaire to know whether the students' were encouraged or not to write by using picture analysis. The results are as follows:

Table 17
The result of students' perception through questionnaire

Questionnaires	Strongly agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly disagree(SD)
01	19	12			
02	27	3			
03	21	14	5		
04	10	15	4	1	
05		3			27
06	17	8	2		3

Based on the table 17 above, most of the respondents show positive perception towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 3. And the statements which show the negative perception are from number 4 to 6 and number 4, only some of the statements got the uncertain perception.

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Table 18

By using Think-Talk-Write Strategy, the students can improve their idea and perception in writing English!

Classification	Frequency	Percentage
Strongly agree	19	63,33%
Agree	12	40%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-

The table 18 above indicates that most of the respondents said strongly agree that by using picture analysis, they can improve their idea and imagination (self confidence) in writing class. There were 19 (63, 33%) respondents said strongly agree, and there 12 (40%) respondents said agree, and not of the respondents said uncertain, disagree, and strongly disagree. It means that by using Think-Talk-Write Strategy in writing class, it can improve the students' idea and imagination to writing English.

Table 19
Are you interested to write by using Think-Talk-Write Strategy?

Classification	Frequency	Percentage
Strongly agree	24	80%
Agree	3	10%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-

Table 19 above indicates that most of the respondents said strongly agree that studying in writing class by using picture analysis can improve the students' in writing skill because the students' most interest used this media. Where 24 (80%) respondents said strongly agree 3 (10%) respondents said agree and not respondents said uncertain, disagree, and strongly disagree. It can be concluded that using Think-Talk-Write strategy in writing class can improve the students' writing ability.

Table 20

Do you agree if the teacher teach writing through Think-Talk-Write Strategy?

Classification	Frequency	Percentage
Strongly agree	21	70%
Agree	14	46,66%
Uncertain	5	16,66%
Disagree	-	-
Strongly Disagree	-	-

Table 20 above indicates that there were 21 (70%) of respondents said strongly agree, 14 (46, 66%) of respondents said agree, 5 (16, 66%) of respondents said uncertain, and none of the respondents said, disagree, and strongly disagree. It means that using Think Talk-Write strategy the students can improve their idea and imagination because students like or enjoy if the teacher teach using Think-Talk-Write strategy in writing class.

Table 21

Do you agree that by using Think-Talk-Write strategy can improve your writing ability?

Classification	Frequency	Percentage
Strongly agree	10	33, 33%
Agree	15	50%
Uncertain	4	13, 33%
Disagree	1	3, 33%
Strongly Disagree	-	-

Table 21 above indicates that there were 10 (33, 33%) of respondents said strongly agree, 15 (50%) of respondents said agree, 4 (13, 33%) of respondents said uncertain, 1 (3, 33%) of respondent said disagree, and none of respondents said strongly agree. In this question respondents had been confuses because there were students said used Think-Talk-Write Strategy were easy but there were some also said it's difficult because they cannot to practice in discussions.

Table 22

Do you feel easier to write a paragraph by using Think-Talk-Write Strategy that has been prepared by the teacher ?

Classification	Frequency	Percentage
Strongly agree	-	-
Agree	3	10%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	27	90%

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Table 22 shows that most of respondents said strongly disagree that using Think-Talk-Write Strategy does not have significant influence for the students' for English writing skill. As the table above shows that there were 27 (90%) of respondents said strongly disagree, and 3 (10%) of respondents said agree, and none of respondent said strongly agree, uncertain, and disagree. It is shows of respondents gave point poor to teach by other strategy to improve writing ability. by using Think-Talk-Write strategy.

Table 23

Are you difficult in writing paragraph by using Think-Talk-Write Strategy?

Classification	Frequency	Percentages
Strongly agree	17	56,6%
Agree	8	26,66%
Uncertain	2	6,66%
Disagree	-	-
Strongly Disagree	3	10%

Table 23 the most of respondents said strongly agrees that using picture analysis in writing class for difficult experience. As the table above shows that there were 17 (56,6%) of respondents said strongly agree, 8 (26,66%) of respondents said agree, 2 (6,66%) of respondents said uncertain, 3 (10%) of respondents said strongly disagree, and none of respondent said disagree. It is concluded that students' had not felt of difficult that experience of writing paragraph in used Think-Talk-Write strategy.

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B. Discussions

Looking the finding , the researcher presented the discussion of data some students' of SMKN 2 Palopo. The section presents the result of data analysis. It aimed to describe the students' improvement in studying writing ability through Think-Talk-Write strategy.

The purpose researcher observation in teaching learning process is to improve the students' writing skill. The researcher ask to students' that they will practice as

they prepare for carry out a topic in writing ability. The simple topic was using as researcher use as a topic to improve writing skill. The researcher gave material and test and also time about situation class. The researcher take enough time to test because to make a paragraph is not easy. The students' need prior knowledge and familiar word to make a paragraph from the topic if the students' did not know the meaning automaticly they do not to understand make paragraph in writing skill and then need a dictionary to find out the difficult word.

Writing is one of form linguistic competence of expressing idea of language use form in written and beside that in oral.¹ Writing is one of language ability in English and it is one activity that students' should do must in their study. Through writing assignment, the students' can express their ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing. Writing is the ability to express ideas, feeling opinion and other in the written form.²

One way to think the process of the writing process in to break it down in it its major units, such as sentences which together to make up coherent essay. Therefore, we can say that his major problems in the writing process are:

- 1) Producing effective sentence (sentence structure)

¹ Pardiyono, M.Pd. *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006). P. 9

² Abdul Rafab, *Increasing Student's Writing Ability Through Free Topic Writing*. (A thesis, Universitas Muhammadiyah Makassar, 2008), p.4

- 2) Constructing paragraph (paragraph development)
- 3) Crating a coherent overall from far the essay (organization).³

The Researcher in classroom action research was used two Cycle namely:

1. The first Cycle

Based on the analysis from the students' test in cycle I, the mean score at the first cycle in individual task is 58,5. while the criteria of success in working indicator was ≥ 75 , this score was categorized as the low score based on the standard score. Under the minimum mastery criterion and relation to the observation sheet of students' participation in writing ability through Think-Talk-Write Strategy, in the first cycle, it was found that there were 5 students' very active, and the percentage reached 16,66%. The active students' were 15, and the percentage reached 50%. The less active students' were 8, and the percentage reached 26,66%. And there were 2 students' who were not active and the percentage reached 6,66%, the mean of students' participation was 66,66%, to reach the criteria of success was determined 75%, it means that the criteria of success had not been reached in the First Cycle.

The Students' got a low score because Think-Talk-Write strategy was still new strategy in writing skill. They need to be introduced the new strategy, the important thing to understand Think-Talk-Write Strategy is how the students' make a paragraph. If they had understood how to make a paragraph, it was They knew Think-Talk-Write strategy. However, If the students' do not pay attention when the

³ Arisah. *Improving Students' Writing Skill Through Diary at the Eleventh Years Students of Pondok Pesantren AS'ADIYAH KEC. Malangke* (Palopo, 2011). P.15-16

researcher was explaining Think-Talk-Write strategy material certainly They would not understand.

Based on observation activities found made by researcher and observer in the first cycle was found some weakness in learning writing comprehension by using Think-Talk-Write Strategy. They are: (a) The students' still lack discipline in learning process, (b) The condition of class was noising in learning process, (c) Their comprehension were still low, (d) There were many students' who did not pay attention when the lesson presented, (e) Most of them have do not understand meaning of difficult word and how to make a good paragraph.

So the researcher needed to reflect to got the best way in teaching writing ability through Think-Talk-Write strategy, The students' activeness in the cycle I was less interested.

2. The Second Cycle

Based on the observation the students' attitude toward writing ability during the learning process in classroom. The researcher found that attitude in learning process in the second cycle is good. It was found that there were 10 students' were very active, and the percentage reached 33,33%, The active students' were 18, and the percentage reached 60%, The less active there were 2 students' and the percentage reached 6,66%, there were no students' who were not active and the percentage reached 0%, The mean score of the students' participation was 93,33%, and students' test in the second cycle was 73,00. The criteria of success in working indicator was ≥ 75 . It means students' ability in writing ability in the second cycle

was better than the ability in cycle I. The progress They got as a result of the reflection based on observation made researcher and observer. This is showed that the students' were active than before second cycle and showed that the students' had understood to implementation Think-Talk-Write strategy.

The learning process in the cycle II more interesting because they can build relationship among other students', giving the feed back from students', the researcher always ask the students' what they write, they always reminded the students', do not just write but know what their write. So, the students' active in learning process.

The researcher commanded to the students' to write down some sentence to covered the topic text. Make summary to understand what their idea. It can help the students' become better at monitoring their writing comprehension.

While, the position of the chair in cycle II is changed by the researcher, the students' make a cycle or round in chair position, beside that the teacher more easy to control every students. In cycle II, the students seat in their group but they worked the test by self. So that, all of students' active to worked to make paragraph about the topic test.

The result of the observation of students' activities showed that the students' enthusiasm in the learning in the second cycle was increase than cycle II. It indicates than after giving the reflection based on observation made researcher and collaborators. The students' have better achievement and the researcher has known in the application of appropriate the best way teaching to increasing students' writing.

3. Discussion Response

The Students' attitude in learning English writing through Think-Talk-Write strategy relating to the data analysis based on the test, the researcher present the students' attitude in learning English writing through Think-Talk-Write strategy. in cycle II and the students' had good response and increasing, based on result the observation made by observer to activities researcher execution learning writing skill through Think-Talk-Write strategy was good.

Based on the result of data analysis, the researcher concluded that the X-TKRD 4 year students of SMKN 2 Palopo in learning English writing have good response in learning writing after the application of Think-Talk-Write strategy. therefore, the researcher can apply Think-Talk-Write strategy in teaching English especially in writing in teaching and learning process.

Based on the student's all, the students gave a positive response of using Think-Talk-Write strategy . This research supported of result of research by Muhammad Akbar in his research entitled "encouraging students' writing skill through pair interview at eleventh year students' of SMAN 2 Palopo". Base on the result, he found that there was significant score of students before and after joining the treatment with pair interview. ⁴

⁴ Muhammad Akbar, *Encouraging Students' Writing Skill Through Pair Interview at the Eleventh Year Students of SMAN 2 Palopo*, (A thesis STAIN Palopo, 2008)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and findings in the previous chapters, the conclusion that could be drawn from this study as follows:

This research suggested some appropriate ways that should be followed when the teacher use Think-Talk-Write strategy in teaching writing skill, consist of: (a) The teacher prepares facilities like writing material, (b) The teacher gives the students some motivation and let the students ready to study, (c) Explained clearly the way of how to learn writing skill using Think-Talk-Write strategy and how to learn it.

In the cycle 1, the researcher (teacher) shared different topic of discussion to students then asked them to give opinion and researcher (teacher) asked them to write and convey their opinion about the topic of discussion.

In the cycle 2, based on the previous cycle the researcher (teacher) did new plan such as rearranged the students seat positions but still in grouping, and then gave the each students opportunity to write their opinion in a piece of paper and after that write one by one to give idea about the topic of discussion

The students' perception which was shown by questionnaire indicated that most of respondents had positive perception that using Think-Talk-Write strategy encourages the students' to writing English.

B. Suggestion

Based findings the result of the study, the reseacher offers some suggestions consist of:

1. The teacher are suggested to use the appropriate way when using Think-Talk-Write strategy to teaching writing skill as has been concluded by this research.

2. The students are suggested to understand more about Think-Talk-Write strategy when they use Think-Talk-Write strategy to improve their writing Ability.

3. The role of the teacher in the class is very important. The teacher should give more attention to guide their students to be more active and enjoy the class. The teacher should be creative. They should apply the interesting strategy to motivate their students in learning English especially the writing material.

4. The teacher should give enough opportunity to the students to practice their writing. The students are given chance to express their ideas so that it will give good influence for their writing.

5. The research in the future are suggesting that the readers use this research findings to investigate the students achievement in writing

6. And also it is recommended that the readers of this thesis use this strategy in order to improve more productivity in writing and carry out the investigation in a true way in teaching writing.

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