

# THE EFFECT OF USING THINK-TALK-WRITE(TTW) MODEL ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXTA STUDY AT THE EIGHTH GRADE OF SMP NEGERI 3 SATU ATAP SOSORGADONG IN 2020/2021 ACADEMIC YEAR

Merry Agnes Monika Limbong<sup>1</sup>, Wildan Iskandar Lubis<sup>2</sup>, Melwan Ady Rezki Harahap<sup>3</sup>

Institut Pendidikan Tapanuli Selatan

email: [merryagneslimbong@gmail.com](mailto:merryagneslimbong@gmail.com)

**Abstract:** *The aim of this research are to know: 1) the application of think-talk-write(TTW) model on teaching writing descriptive text ability, 2) students writing descriptive text ability before and after using think-talk-write(TTW) model, 3) whether there any significant effect of think-talk-write(TTW) model on teaching writing descriptive text ability at the eighth grade students of SMP Negeri 3 Satu Atap Sosorgadong. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the VIII grade students' of SMP Negeri 3 Satu Atap Sosorgadong which consist of 71 students. Sample were VIII A which consist of 22 students which taken by purposive sampling. In collecting the data the researchers uses observation sheet and test as an instruments. The result of this r esearch: 1) the application of think-talk-write(TTW) model was 3.7, it was categorized "Very Good". 2) the mean score of the students' writing descriptive text ability was 51 and it was categorized " Bad". Meanwhile, after using think-talk-write(TTW) model was 77 it is categorized " Good". The result of data analysis shows that  $t_{test}$  was higher that  $t_{table}$  ( $t_{test} 12.38 > t_{table} 2.08$ ). So. The hypothesis was accepted. It means that, there is any significant effect of think-talk-write(TTW) model on students' writing descriptive text ability at the VIII grade students of SMP Negeri 3 Satu Atap Sosorgadong in 2020/2021 Academic Year.*

**Keywords:** *Think-Talk-Write(TTW) Model, Writing Descriptive Text Ability*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) penerapan model think-talk-write (TTW) dalam mengajar menulis teks deskriptif, 2) kemampuan menulis teks deskriptif siswa sebelum dan sesudah menggunakan metode think-talk-write (TTW). ), 3) apakah ada pengaruh yang signifikan model think-talk-write (TTW) terhadap kemampuan menulis teks deskriptif pada siswa kelas VIII SMP Negeri 3 Satu Atap Sosorgadong. Penelitian ini menggunakan metode eksperimen dengan desain pre-eksperimental dengan menggunakan desain one group pretest and posttest design. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 3 Satu Atap Sosorgadong yang berjumlah 71 siswa. Sampel penelitian adalah VIII A yang berjumlah 22 siswa yang diambil secara purposive sampling. Dalam pengumpulan data peneliti menggunakan lembar observasi dan tes sebagai instrumen. Hasil penelitian ini adalah: 1) penerapan model think-talk-write (TTW) sebesar 3,7 dikategorikan "Sangat Baik". 2) nilai rata-rata kemampuan menulis teks deskriptif siswa adalah 51 dan dikategorikan "Buruk". Sedangkan setelah menggunakan model think-talk-write (TTW) 77 dikategorikan "Baik". Hasil analisis data menunjukkan bahwa  $t_{test}$  lebih tinggi dari  $t_{tabel}$  ( $t_{test} 12.38 > t_{tabel} 2,08$ ). Begitu. Hipotesis diterima. Artinya, ada pengaruh yang signifikan model think-talk-write (TTW) terhadap kemampuan menulis teks deskriptif siswa kelas VIII SMP Negeri 3 Satu Atap Sosorgadong Pada Tahun Ajaran 2020/2021

**Kata Kunci:** Think-Talk-Write(TTW) Model, Kemampuan Menulis Teks Deskriptif

## I. INTRODUCTION

Writing is one of language skill to mastery English. Writing is an activity to share idea, expression and their argument about information, and communication in written language form. Writing is the act of a person or thing that writes. Writing is the process of using symbols (letters of the alphabet, o punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is important, because with writing we can provide useful information for others in need. Writing is considered as one of important skill that should be taught, because through writing, people can express their thoughts.

In this research the researcher will be focus on writing descriptive text. Descriptive text is the text that describes the characteristic of something. Its purpose is to describe and reveal a particular person, place, or thing. In writing descriptive text, the students should know about social function, generic stucture, because it will help the students to write descriptive text. The researcher reason chose descriptive text is in order for students to master writing descriptive text. It means, the students are expected to prepare their knowledge in the world of education especially in

the language of the ability to achieve the required competencies and can be applied in the world's work.

Fact, in SMP Negeri 3 Satu Atap Sosorgadong, there are many students have the low text especially in writing descriptive text. It can be seen based on the researcher's observation and pretest on November 9<sup>th</sup> 2020. The researcher found the data of pretest there are many students low in writing descriptive text. It cause students are not interest to learning English. They think learning English is difficult and boring. So that from 22 students the researcher get the average score 65, meanwhile according to the researcher the students can pass writing if they get the minimal score 75.

The students writing descriptive text in SMP Negeri 3 Satu Atap Sosorgadong low because of less students' motivation, interest, students' attitude, lack of knowledge, bad of students' environment, the teacher technique, facilities, media, difficult in using correct grammar, vocabulary, punctuation, model and many others. The teachers in SMP Negeri 3 Satu Atap Sosorgadong have done many efforts to solve the problems in order to success teaching learning process, for examples prepare teaching material,

complete the school facilities, giving motivation, use suitable technique to increase the students' ability. Even though the whole have done by the teacher there the students writing descriptive text ability still far from the expectation.

If the problem is not solve , the researcher afraid the students writing score is low, if they pass graduate from their school they cannot use English as well. They cannot to write as well because students feel to difficult to get the finish a job, so need to be a skill in write English as well. To solve the problem there are many model that can be doing by the teacher. For examples, talking stick model, mind mapping model and Think-Talk-Write (TTW) model. In this research the researcher will focus onThink-Talk-Write (TTW) model.

Think-Talk-Write (TTW) model is a group work for discussion in the classroom. The researcher choose Think-Talk-Write (TTW) Model because this model is able to train better thinking or more creativity. Think-Talk-Write (TTW) model of learning that can help student in understand the lesson given the teacher. Then, the researcher choose this model because the researcher want to know the significant effect in teaching students' writing descriptive text.

Based on the explanation above, the researcher to use Think-Talk-Write (TTW) model to increase students' writing descriptive text ability. Thus, the title of this research is "The Effect of Using Think-Talk-Write (TTW) Model on Student' Writing Descriptive Text Ability at the Eighth Grade of SMP Negeri 3 Satu Atap Sosorgadong in 2020/2021 Academic Year".

### **1. Definition of Writing Descriptive Text**

Writing is one of language skill to mastery English. Writing is an activity to share idea, expression and their argument about information, and communication in written language form. According to Mertens, Nathan (2010:7), "writing is a complex and cognitively demanding activity. To be succesfull, writers need an understanding of the component of a quality test as well as knowledge of writing strategies that can be used to shape and organize the writing process". According to kellogg et al (2005:1), "writing is indeed one of the most effortul activities that humans can implement. Meanwhile Nation (2009:113) writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking, and reading.

This preparation can make it possible for works that have been used receptively to come into productive use.

According Patel and Jain (2008:126) “writing is the most efficiently acquired when practice in writing parallels practice in the other skills”. Furthermore to Rosmauli, Selviana (2013:2) writing is the written productive language skills, it is the skill of a writer to communicate information to a reader or group of readers. And next according to Brown (2001) in Rozimela et al (2013:6) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.

Descriptive text is the text that describes the characteristic of something. Its purpose is to describe and reveal a particular person, place, or thing. According to Shirin( 2009:28) Descriptive Text is used in all forms of writing to create a vivid impression of a person, place, object or event. Meanwhile according to Iwuk (2007:70) Descriptive Text is the contents describe about something such as objects, people, places or animals. Next according to Knap and Watkins (2005:97) descriptive text is used extensively in many text types, such as

information reports, literary description, descriptive recounts and due to need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanation. Based on explanation above the researcher conclude that writing descriptive text is the process of activity for convey variuos idea, expression, argument and information in written form about a text that contain the description of an object, which is an animal, place, thing, etc.

## **2. Definition of Think-Talk-Write Model**

In this research, the researcher uses definition of Think-Talk-Write (TTW) Model on students' writing descriptive text ability. Think-Talk-Write (TTW) Model is one of the learning model to improving creativity on students on think, talk and write. This model will to help teacher on teaching descriptive text , and student will easy to understanding the lesson.

According to Shoimin (2014:212) Think-Talk-Write is a learning model to train students' skills in writing. Huinker and Laughlin (on Arenawa, 2008:123) states that the activities that can be done to develop students' understanding of concept and

communication skills are the application of learning think talk write.

According to Istarani and Ridwan (2014:55) Think-Talk-Write is a learning strategy that is expected to develop students' mathematical understanding and communication skills. Strategy introduced by Huinker and Laughlin (in Martinis Yamin&Bansu, 2008;84), it is basically built through thinking, speaking and writing. The progression of the TTW strategy starts with the involvement of students in thinking or having dialogue with themselves. After the reading process the talk and share ideas (sharing) with friends before writing. This atmosphere is more effective if done in heterogeneous group with 3-5 students in this group students are asked to read, take small notes, explain listening and share ideas, with friends then express them through writing.

Based on some definition above, the researcher concludes that model Think-Talk-Write (TTW) is learning model can encourage students to always actively participate, be communicative, students are train to think creatively, are ready to express their own opinions objectively, respect the opinions

of others, and train students to write the results of their discussion in written form systematic so that students better understand the subject matter.

## **II. METHODOLOGY OF THE RESEARCH**

Method is a process or systematic means used to achieve a specific goal with efficiency, usually in a regular sequence of fixed steps. The researcher has to choose and use the suitable method in a research. This method is used to solve the problem to be studied. According to Arikunto (2013:203) method of the research is the way that used researcher to collecting data in a research. Population is a part of the research that is very important in doing research. In a research, population can be mean as a group of unit or part that is made as an object of the research. According to Rangkuti (2016:46) population is a family or group of objects that are the target of research the population in this research is eighth grade of SMP Negeri 3 Satu Atap Sosorgadong that consist of 71 students. Sample is sub group taken from the population. Sample is part or vice of population which should be choose in the research. according to Arikunto (2013:174) sample is a part or

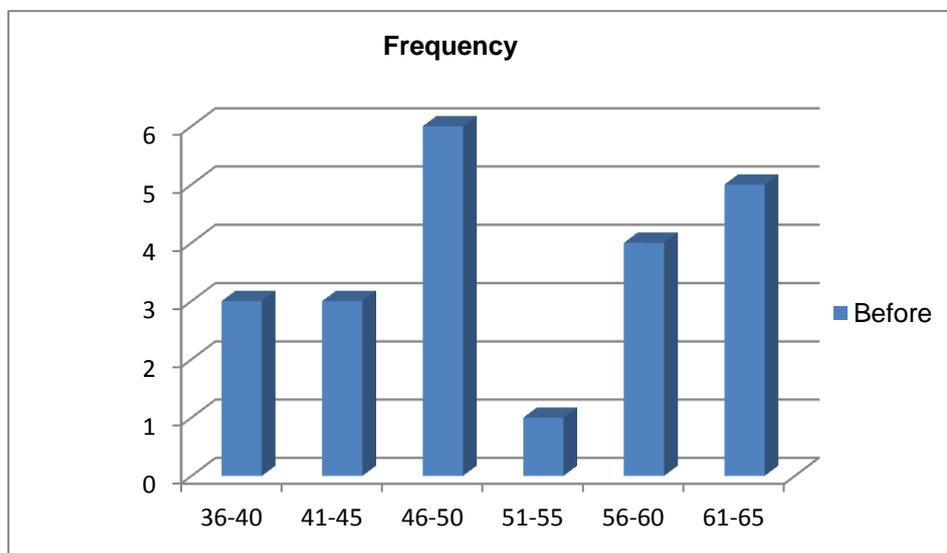
presentative population that being researcher. From a larger group represent the larger group from which they were selected. That consist of 22 students. The instrument of this research used test and observation. The research used the statistic formula or  $t_{test}$  formulation to analyze the data.

### III. RESULT

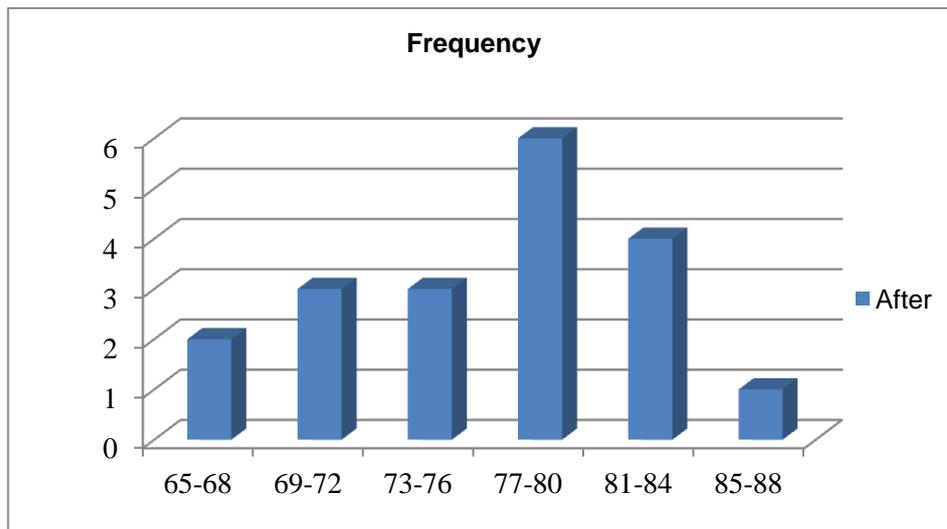
The researcher was conducted research at the eighth grade of SMP N 3 Satu Atap Sosorgadong. In collecting data the researcher used observation sheet and test, namely composition writing text. Observation sheet used to get the data about how the researcher applied think-talk-write model and composition writing descriptive text used to get the data of the students' ability in writing descriptive text. Then, the researcher described the data calculated by using statistical analysis which can be illustrated into description of the data.

Based on the result of research the observer give appreciate because the researcher when convey the material was very good. Based on the data analysis which got from the observation sheet the application of think-talk-write model can be seen from 13

aspects observed by the observer the total score got score 49 and mean 3.7 it was “very good”. It means that researcher had succesfull in applied think-talk-write model on students writing descriptive text. The mean score of the students writing descriptive text ability before using think-talk-write(TTW) model was 51 it was categorized as “bad” category. Therefore, after using think-talk-write(TTW) model, the mean score of the students writing descriptive text ability was 77. It was categorized as “good” category. In order to get clear and complete description, the researcher presented in the histogram below:



**Histogram of Students' Writing Descriptive Text before using Think-Talk-Write Model**



**Histogram of Students' Writing Descriptive Text after using Think-Talk-Write Model**

Based on the histogram, if we compared with pre-test the score still categorized “ bad” and after given post-test the score was “good”. It means that there is a significant effect of using think-talk-write(TTW) model on students writing ability of descriptive text at the eighth grade of SMP Negeri Satu Atap Sosorgadong.

#### **IV. DISCUSSION**

Based on the results of research that have been done in the research, researcher was found the result of the research of  $t_{test}$  was 12.38. While, the samples were 22 students. From the calculation above, it can be known that  $t_{test}$  was 12.38 and  $t_{table}$  is known as number 2.08 at 5% significant level with degree of

freedom (df)  $22-1 = 21$ . After finding the score of  $t_{\text{test}}$  and  $t_{\text{table}}$ , both of the scores are compared. It is found that  $t_{\text{test}}$  was bigger than  $t_{\text{table}}$  ( $12.38 > 2.08$ ). it means that there is a significant effect of think-talk-write model on students' writing descriptive text ability at the eighth grade of SMP Negeri 3 Satu Atap Sosorgadong, or on the other word alternative hypothesis ( $H_a$ ) is accepted.

## CONCLUSION

Based on the research result in chapter IV, the researcher describes the conclusion as follow:

1. The application of think-talk-write model on students' writing descriptive text at the eighth grade of SMP N 3 Satu Atap Sosorgadong in 2020/2021 academic year is 3.7 categorize "very good" category.
2. The students' writing descriptive text ability before and after using think-talk-write model on students' writing descriptive text at the eighth grade of SMP N 3 Satu Atap Sosorgadong in 2020/2021 academic year is 51 "bad" and 77 "good" category.
3. There is any significant effect of think-talk-write model on students' writing descriptive text at the eighth grade of SMP N 3

Satu Atap Sosorgadong, where the hypothesis testing shows that  $t_{\text{test}}=12.38$  meanwhile  $t_{\text{table}} = 2.08$  it means that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  (  $12.38 > 2.08$ ), or the other word alternative hypothesis (  $H_a$ ) is accepted.

## REFERENCES

- Arikunto, Suharsimi. 2013. *Prosedur Penelitian*. Jakarta:Rineka Cipta
- Istarani and Ridwan. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.
- Iwuk. 2007. *A Guide for Reading Comprehension Panduan Memahami Bacaan*. Yogyakarta: Citra Aji Parama.
- Knap and Watkins. 2005. *Genre Text Grammar*. Sydney: University Of New South Wales Press Ltd.
- Mertens, Nathan. 2010. *Writing Processes Tools And Technique*. New York: Nova Science Publisher, Inc.
- Nation.I.S.P. 2009. *Teaching ESL/EFL Reading And Writing*. New york: Routledge .
- Rangkuti, Ahmad Nizar. 2016. *Metode Penelitian Pendidikan*. Bandung: Cita pustaka Media.

Rosmauli, Selviana. 2013. *Guided writing the English paragraph classroom handouts*. Medan: universitas darma agung.

Rozimela, Lailatul and Zainil. 2013. An Analysis of Students Writing Darma Agung Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang. *Jurnal ELT*. Volume 1 No 2.

Shoimin, Aris. 2014. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Al-Ruzz Media.