

Improving Students Skill in Writing Descriptive Text by Using Think-Talk-Write and Clustering Techniques

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Abstract

The research was aimed at investigating: 1) To find out the students' achievement in their descriptive text writing using Think-Talk-Write and Clustering Technique. 2) To find out the students' interest in the implementation of the Think-Talk-Write and Clustering Technique in writing descriptive text. This study was a quasi-experimental research with two groups. The population of this research was the 4th and 6th semester of the English Department in the Faculty of Teacher Training and Education at Iqra Buru University. Directed took cluster random as the sample. As a result, the 22 students were selected as the experimental group and the 20 students as the control group. The data were obtained from the pretest and posttest. Then, the data were analyzed by using an independent sample t-test. The mean achievement scores of the experimental group were 64.68 bigger than the mean achievement scores of the control group was 53.05. In the pretest, the t-test for Equality of Means in the Sig. (2-tailed) was bigger than Sig. (2-tailed) in the posttest. Because The result of this research revealed that the mean achievement scores of the students in the experimental group are greater than the mean achievement scores of the students in the control group. So, there was a significant difference in correlation between the mean achievement scores of students taught using Think-Talk-Write and using the clustering technique. This suggests that the Think-Talk-Write technique facilitates the students to improve their writing achievement.

Keywords: Students' Achievement, Think-Talk-Write, Writing Descriptive text.

INTRODUCTION

The main fact in the student's writing that difficult to learn English especially in writing. The problems faced are: they are doubtful to begin writing because they lack of vocabulary, they have limited ideas to develop a paragraph, lack grammar, knowledge, and their difficulties in applying generic structure to organize a good paragraph. (Setiawan et al (2017: 38).

The researchers should know and be able to solve the problems. As we know that assessing writing is a demanding task. If a lecturer of writing is not prepared with a reliable scoring rubric, the students' real performance might not be known. Furthermore, dealing with the explanation above, writing descriptive text has to be learned by the students and they must know how to write it well. Because the writing process needs the best strategy to write to make sure your text

descriptive looks great. One of them is providing a teaching strategy that can make students more active.

Based on preliminary observations by previous researchers, that teacher must know to make students writing easy to understand and feel funny, because writing is one of the most difficult subjects of their learning English. Because the lecturer explains too fast, that can't make them understand and the method in teaching is not appropriate. They need extra energy to finish the exercises and practices. They find it difficult to start their writing and enlarge their imagination to finish their writing form. And then, they usually get stuck on building supporting sentences, sub-supporting sentences, and examples or tables to support their topic sentence, especially their writing performance in writing descriptive text. As a result, they often write short paragraphs or text. When researchers ask them to make a paragraph based on five components, many of them are still confused and lack vocabulary and cannot make good sentences especially when they start from an introductory paragraph. They still use common verbs and still use less grammatically. Instantly, they seem only to fulfill the requirement given when they do their tasks.

Based on the explanation above, the researchers investigated which of the two techniques: Think-Talk-Write or Clustering technique in teaching writing that helped the students when writing descriptive text so it could help to overcome the student's weakness in writing descriptive text. Therefore, the researchers carried out this research under the title "Improving Students Skill in Writing Descriptive Text by Using Think-Talk-Write and Clustering Techniques".

METHOD

In this research, the researchers used a quasi-experimental design. Quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced (Loewen & Plonsky, 2016). Then, there are two groups, the experimental group, and the control group. This research conducted in the English Department in the Faculty of Teacher Training and Education English Department at Iqra Buru University which is located on Namlea, Buru Island.

The population of this research is the 4th and 6th semester of the English Department in the Faculty of Teacher Training and Education at Iqra Buru University. The researchers take 22 students in the fourth semester to become the experimental group and 20 students in the sixth semester to become the control group. So, the total population is 42 students.

This research was directed to find the cause and effects relationship between two variables, those are independent variable and a dependent variable. To collecting the data, the researchers used some instruments to gain the data needed, the instruments are observation, test (pretest and posttest), questionnaire, and documentation.

Richard (1990) stated that classroom observation includes procedures for grouping students for different types of classroom activities. So, in this research, the researchers directly observe the process of students' learning in the classroom.

The test is used to measure whether there is or no and how big the ability of the object of research (students). The test is given to the students. The test was conducted to get students' writing scores and taken twice, pre-test and post-test. The pre-test was taken before applying the treatment and the post-test was taken after applying the treatment. Regarding the procedures of

the study, the pre-test was administered to both experimental and control groups before each group was given a certain different way of treatment.

The post-test was administered to the two groups at six meetings after implementing the treatment to each group. It was a subjective test. In this test (both of the pre-test and post-test) the researchers asked the students of the two groups to write a descriptive text based on the paper test that has been given by the researchers to them. The test was given to both groups on the same day. In the pre-test, the students in the experiment group were asked to describe using visual media pictures. Then, the control group asked to describe using a visual map.

The post-test given after the treatment in which the two groups, as it is done in the pre-test, were also asked to write descriptive text. A post-test is carried out to know the significant difference between the two groups after treatments. Then, to assess the students' score of writing ability, there are five components involved: Content, Vocabulary, Organization, Grammar, and Mechanics.

The questionnaire is used to know the student feels interested when teaching by using the Think-Talk-Write and clustering in implementing on discussion group actually. Then, the documentation, the researchers collect all the data from students' writing results in pre-test and post-test and also the students' writing scores in pre-test and post-test in writing descriptive text. Then, the researchers also took the picture of the teaching and learning process (indoor and outdoor) and used the photo as the documentation of this study. Besides completing the research, the researchers also prepare some videos as documentation.

To producing writing, the researchers applied of learning to write using the Think-Talk-Write also indicates that writing activities are carried out in accordance with the correct process, namely through the stages of pre-writing, whilst-writing, and post-writing. That is because writing is a process so that training it through the correct process is a strategy to improve the quality of students writing (Sumarwati, 2019: 163).

FINDINGS

For analyzing the data, first of all, the researchers evaluated the results of the students' writing test by giving some scores based on the writing evaluation rubric to see the frequency and percentage of students' scores. Explain the main score and standard deviation and T-Test result to see the difference between pretest and posttest. The possible minimum score which can be gained by the students was 34 and the maximum score was 100. The average results were the data to be analyzed. For the experimental class in the pretest, the highest score was 87 and the lowest score was 35. For the control group in the pretest, the highest score was 92 and the lowest score was 31.

The Result between Pretest and Posttest

The researchers present the students' scores to see their frequency and percentage. The frequency and percentage score of the students' can be seen in the table as follows:

Table 1 Rate of Percentage and Frequency of Students' Scores in Experimental and Control Group

Classification	Range of Score	Pretest				Posttest			
		Experimental		Control		Experimental		Control	
		F	%	F	%	F	%	F	%
Excellent	85-100	1	10	2	15	2	15	2	15
Good	70-84	1	10	2	15	4	20	2	15
Average	55-69	6	25	2	15	14	50	2	15
Poor	50-54	2	15	1	10	-	-	1	10
Very Poor	Bellow 49	12	40	13	45	2	15	13	45
Total		22	100	20	100	22	100	20	100

The statistically significant correlation between students' interest and writing results which is yielded by the present study is also compatible with the previously-generated findings. There is a frequency of 5 perceptions, 4 of them agree with using TTW in learning to write a descriptive text. The result was clear in the Questionnaire in Appendix 10. So, the researchers conclude that the TTW can improve the achievements of the students' writing performance basically in their writing descriptive text. And also, can change their perception based on their mind that the TTW can help them fully in writing step by step actually in their group when doing discussion. They can share their ideas well and can imagine words if still not perfect but they can try that.

To convince the result in table 1 above, the researchers also show the students' have a high score between pretest and posttest by analyzing using the five criteria level (Content, Organization, Vocabulary, Language Use, and Mechanics). This is the real data shows from students' high motivation in the experimental group in figure 1 below:

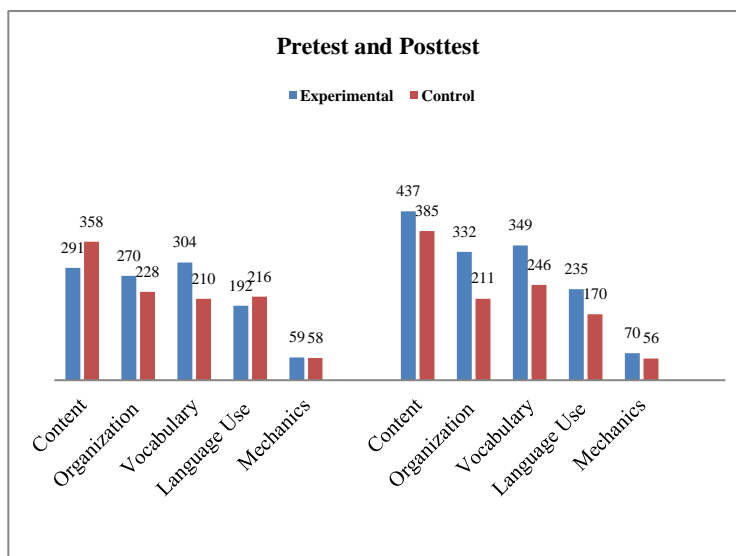


Figure 1 The Result of Students' Score in Pretest and Posttest

Table 2 The Difference of Mean Score of Pretest Between Experimental and Control Group

Components of Writing	Mean Score		Difference
	Experimental	Control	
Content	13.23	17.90	-4.67
Organization	12.27	11.40	0.87
Vocabulary	13.82	10.50	3.32
Language Use	8.73	10.80	-2.07
Mechanics	2.68	2.90	-0.22
Total	50.73	53.5	-2.33

Table 3 The Difference of Mean Score of Posttest Between Experimental and Control Group

Components of Writing	Mean Score		Difference
	Experimental	Control	
Content	19.86	18.90	0.96
Organization	15.09	10.55	4.54
Vocabulary	15.86	12.30	3.56
Language Use	10.68	8.50	2.18
Mechanics	3.18	2.80	0.38
Total	64.67	53.05	11.62

Table 4 The Mean Score and Standard Deviation of the Students' Pretest Score

Group	Sample	Mean	Std. Deviation
Experimental	22	50.73	14.833
Control	20	53.50	17.952

Table 5 The Mean Score and Standard Deviation of the Students' Posttest Score

Group	Sample	Mean	Std. Deviation
Experimental	22	64.68	12.229
Control	20	53.05	17.810

The hypothesis was tested by using inferential analysis. In this case, the researchers used a t-test (test of significance) for an independent sample test, that is, a test to know the significant difference between the result of students' scores in pretest and posttest in the control group and experimental group.

Table 6 The Value of T-Test of Independent Samples Test in Experimental and Control Group

Variable	t-test for Equality of Means	(α)
Pretest Pretest of experimental and control group	.587 .591	0.05
Posttest Pretest of experimental and control group	.017 .020	0.05

The findings of this research are concerned with the main problem that comes is students writing improvement and their interest in the Experimental Group using Think-Talk-Write (TTW) and Clustering Techniques in the Control Group. Test pretest and posttest given to know how is the student's improvement or not between using TTW and Clustering Technique. Below is the Think- Talk-Write process is as follows:

EXPERIMENTATION

Experimental Group

1. Think

Students have about 10 minutes to create their mind on how to describe a place and someone by themselves one by one in front the class. In Think step, the result show just three students can do this:

Table 7 Students Composition Profile in Learning Process

Aspect of Writing	Content	Organization	Vocabulary	Language Use	Mechanics
Average	22.3	14.7	15	15.9	3.6
Level	Good to Average	Good to Average	Good to Average	Fair to Poor	Fair to Poor

As shown in Table 7 above, three out of five aspects of students' composition are at the level of Good to Average. These aspects are Content (22.3), Organization (14.7), and Vocabulary (15). From these three aspects, the students performed best in Vocabulary (15) because, unlike the other two aspects, the average score they gained on Vocabulary was not within the minimum score range. Actually, it was found that students' vocabulary in this study contains linguistic features of a descriptive text as proposed by Derewianka (1990, cited in Emilia, 2011) and Emilia and Christie (2013), namely the use of Specific Participants, the use of Descriptive Language, the use of Language to Define, Classify, Compare and Contrast; and the use of some Technical Terms relevant to the things being described. As a result, in Think step, the researchers found that student A makes such simple paragraphs because she doesn't have much vocabulary. Lack of the precise vocabulary and all of the paragraphs still lack mechanics on putting Full-stop (.) after one sentence. And almost text use "people" in a paragraph. The students must know how to change the subject of a sentence (pronouns (they, them)). Then, student B tries to describe with

a good paragraph but it looks so simple because she just has one paragraph. Based on her paragraph, missing in language focuses verb be (is) and articles (a) and misspelled (meet as met).

In vocabulary (word choosing (very good must preety or awesome), Language Use (the use of simple past form in tenses of color, colored), and also missed in Full-stop (.). And the last, student C tries to describe with a good paragraph but is incorrect in Language Use (Articles (the), the Mechanics in spelling (misspelled the word sunset as shunset), Punctuation (Full-stop (.) and Dash (-)).

2. Talk

Students have been divided into 4 groups there are 5 students in groups 1 and 2. Then there are 6 students in groups 3 and 4. In this step, the students have time to discuss with their friends in a group. The researchers give students the picture. As a result, in groups 1, 2, and 4 many of the students in this group can make a good discussion with their partner to express their writing idea in making a good paragraph than students in group 3.

a. Group 1

There are 2 students actively learning in how to share their ideas to make a good paragraph.

b. Group 2

There are 3 students that can participate actively by sharing their opinion based on their thinking they can elaborate on how to participate with their friends in the group. Students in this group the leader so spirit when try to share his mind to his friends like how they must do the best paragraph based on researchers ask.

c. Group 3

Students in this group still do not feel enjoy to making discussions. Researchers found that 2 of them in the group cannot participate actively and just sit and hear what their friends do. They are still bored with not doing anything.

d. Group 4

There are 2 students that can make good communication because they try to use good word choice as a researcher explains before like in explaining material to them in the classroom. It is because they still always ask the researchers how to put the right words in a sentence.

3. Write

In this step the students have three stages (Pre-writing; to gather and generate ideas and information), (Whilst-writing; drafting, revising, and editing), and (Post-writing; share and present their writing). In this step, the researchers give the students an Editing and Revising Checklist to evaluate their text in Writing.

a. Pre-Writing

The students have 10 minutes to gather and generate their ideas and information in their group based on the researcher's task (picture that they get in Talk step). The picture is about "Tani Monument" for the first group, "Ako Beach" for the second group, then "Baikolet Beach" for the third group, and the last "Merah Putih Beach" for the fourth group.

b. Whilst-Writing

The students have 20 minutes are going to do it during the time of writing. The activities are such as drafting, revising, and editing. In drafting consist of rough drafting and final drafting.

Then, in revising and editing the students must use an Editing and Revising Checklist to check and evaluate their Writing descriptive text.

c. Post-Writing

The students have 10 minutes to present about their text writing (brief summary). Then the researchers give comments and suggestions about their writing measures. So, the group discussion results after rough drafting and final drafting in whilst-writing text like as follows:

1) Group 1 (Tani Monument)

Paragraph II

- ❖ Spending an afternoon *here, becomes one of the choices when visiting the city of Namlea.

(Spending an afternoon here becomes one of the choices when visiting the city of Namlea.)

Paragraph III

- ❖ More special at Tani *Monumen, is when we want to take pictures, it looks so awesome. *moreover, by using a canon camera or Instagram filter, our photos can look *likes famous artists, on Instagram.

(More special at Tani Monumen is when we want to take pictures, it looks so awesome. Moreover, by using a canon camera or Instagram filter, our photos can look likes, famous artists, on Instagram.)

Paragraph IV

- ❖ *That about the Tani monument, if you *an traveller or you want to take a walk this is one of the special *place that you can visit, especially with your family or partner.

(That's about the Tani monument, if you are a traveller or you want to take a walk this is one of the special places that you can visit, especially with your family or partner.)

2) Group 2 (Baikolet Beach)

Paragraph I

- ❖ Baikolet Beach *buru Island is visited by many local tourists, that's why? Because the beach looks so awesome if you visit there because so many beautiful trees that can make you *fell like there in heaven. Because there *are soft wind *come to your face every time like you are flying in the sky by wings.

(Baikolet Beach Buru Island is visited by many local tourists. Tthat's why? Because the beach looks so awesome if you visit there because so many beautiful trees that can make you feel like there in heaven. Because there is a soft wind comes to your face every time like you are flying in the sky by wings.)

Paragraph II

- ❖ Many people visit here with their family just to take a picture to show *in their social media like *facebook, instagram, tik-tok and their status in *WA especially. Then you can buy some food and drink *too, because there *some people *speling their food and drink.

Many people visit here with their family just to take a picture to show on their social media like Facebook, Instagram, Tik-tok and their status in WhatsApp especially. Then you can buy some food and drink too because there are some people selling their food and drink.

Paragraph III

- ❖ When we stay here we *fell want not to go back home. want always stay here *everyday *with make camp. Then if you want to take *picture you can go to the bridge using filter Instagram. Because with the filter in *instagram your photos look so nice like an *actres shoot in *instagram. You are skin *look so *smoothing and bright *if the real your skin is *black and dirty and dry.

(When we stay here we feel want not to go back home. want always stay here every day to make camp. Then if you want to take pictures you can go to the bridge using filter Instagram. Because with the filter in Instagram your photos look so nice like an actress shoot in Instagram. You are skin looks so smooth and bright if real your skin is black, dirty, and dry.)

Paragraph IV

- ❖ So *thats all about the Baikolet beach, we hope if you *an traveller you can join and visit here in Buru Island Namlea.

(So that's all about the Baikolet beach, we hope if you are a traveller you can join and visit here in Buru Island Namlea.)

3) Group 3 (Ako Beach)

- ❖ Although still fairly new, *but the attractions of Ako beach *is already able to siphon the interest of local visitors to visit.

(Although still fairly new, the attractions of Ako beach are already able to siphon the interest of local visitors to visit.)

- ❖ Where the tourist Ako beach is located in the Village Jikumerasa, Namlea that has so beautiful beach, lots of shady trees, blue sea water, white sand *and fine.

(Where Ako beach is located in the village Jikumerasa, Namlea that has so beautiful beach, lots of shady trees, blue sea water, white sand, and fine.)

- ❖ There *also games that we can play, photo spots. can watch the sunset.

(There are also games that we can play, photo spots, and can watch the sunset.)

- ❖ *Well for those of you who want to hold outbound activities either from the office, school, or organization, then Ako Beach *this can you make a cool and exciting reference. (Well, for those of you who want to hold outbound activities either from the office, school, or organization, then it's can you make a cool and exciting reference.)

4) Group 4 (Merah Putih Beach)

Paragraph I

- ❖ *Pantai Merah Putih is a beach located in Namlea city, Kampung lama distric. In the *past this beach was known for the market *that name Pasar Lambelu. But now since the market no longer open, this beach was being renovated to make to be an icon of Namlea City.

(Merah Putih Beach is a beach located in Namlea city, Kampung lama distric. In the past, this beach was known for the market name Pasar Lambelu. But now since the market no longer open, this beach was being renovated to make to be an icon of Namlea City.)

Paragraph II

- ❖ This beach was located in the lake of Kayeli so the wave of this beach was very calm and *quit. So it was very safe for someone to swim *aroun the beach freely. The facility on this beach was not yet to be built since is *no under construction. But there is one cafe that *sell snacks and drinks.

(This beach was located in the lake of Kayeli so the wave of this beach was very calm and quiet. So it was very safe for someone to swim around the beach freely. The facility on this beach was not yet to be built since is not under construction. But there is one cafe that sells snacks and drinks.)

Paragraph III

- ❖ This beach *was also have a nice view of hills and *mountain *along the cafe. And also *small park along the beach so that it will provide a nice photo spot for tourism to collect some *photo. And lastly, this beach was easy to access and free live. It was located in the city But of *course after the *constution was finished for 600 knows how long. *Thats all the description about the Pantai Merah Putih.

(This beach also had a nice view of hills and mountains along with the cafe. And also a small park along the beach so that it will provide a nice photo spot for tourism to collect some photos. And lastly, this beach was easy to access and free live. It was located in the city But of course, after the construction was finished for 600 knows how long. That's all the description about the Pantai Merah Putih.)

So, overall the student's results in writing performance in a descriptive text that they make are two groups (group 1, 2, and 4) they try to make a good paragraph. That's why? Because their paragraph in Content is relate based on the reality that's concrete. The organization in group 1, 2, and 4 missed the title but all of the paragraphs are related (the introductory, generalization, and conclusion is good) then they make it long become four paragraphs. In the group, they still yet to put Full-Stop (.), Comma (,), and Capital Letters in Mechanics. Then, missed articles in language use. But in group 3, good at writing titles but still mistakes precise vocabulary in Vocabulary. Then Language focuses on Language Use (is, am, are). Paragraph: It looks so simple. Based on their paragraph missing in language focuses verb be (is), Still lack in Mechanics (Capital Letters, put a comma (,), and the use of the pronoun Ako beach obscured the message of the sentence).

Control Group

In a control discussion group, researchers make them become two meetings. In the first meeting, the researchers ask them describing place in front of the class. Then, the second meeting the researchers continue to divide the students' become groups and ask them to make a good paragraph based on the visual map that has been written by the researchers on the whiteboard. The students have 60 minutes in a discussion group.

The first group describes about "Ako Beach", then the second group describes about "Iqra Buru University". All the students' activities are handled by the researchers and the students. Here are the steps that students must do in the clustering technique:

1. Pre-Writing (10 minutes)

Students write a description depending on the topic that they get and then express their opinion about the topic that they have with their friends in paper.

2. Whilst-Writing (40 minutes)

- ❖ Write ideas relating to the topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.
- ❖ The researchers guide students when they start writing by putting the topic in the center circling it using shapes to make it more interesting, and putting keywords related to the topic with arrows.
- ❖ Ask students to write the first draft based on the design visual map of clustering technique samples that their group friend has made on the paper to know that students have it easy when they start to write by using the clustering technique. Students write paragraph by paragraph. The activities such as drafting, revising, and editing.

3. Post-Writing (30 minutes)

- ❖ The researchers ask the students in the group to present a brief summary in front of the class and then write it again become a good paragraph on paper based on their result discussion.

As a group result, researchers found some lack that which is owned by the students. Firstly, it comes from their enthusiasm, which some students are not interested in trying when researchers ask them to make a good paragraph in their group work to present in front of. It's because they do not do anything, they just sit and look at each other. And some groups do not present just two groups (group 1 and group 2). Because students in groups 3 and 4 are not coming or present. Secondly, their self-esteem it's because their group has a different level of ability, so it makes them feel introverted and not confident with themselves. And the last, from their risk-taking, that some of them tolerate ambiguity are more likely to take risks in generating and connecting ideas on the paper in discussion groups (group work).

a. Group 1

Paragraph I

- ❖ Ako Beach *located in Jiku Merasa Village in Buru Island. It totals around an *hour journey from Namlea City
(Ako Beach is located in Jiku Merasa Village in Buru Island. It totals around an hour's journey from Namlea City.)
- ❖ This Beach is one of many *icon in Buru and *always crowded in vacation day.
(This Beach is one of many icons in Buru and is always crowded on vacation days.)
- ❖ This beach *have white sand and many *tree covering it makes the air in this *Beach is *Really fresh and clean.
(This beach has white sand and many trees covering it makes the air in this beach is really fresh and clean.)
- ❖ It also have cristal with *sea water that will make us want to swim *Around *And do some *Diving because this *Beach also *have a nice *Reif to.
(It also has cristal with seawater that will make us want to swim around and do some diving because this beach also has a nice reif too.)

Paragraph II

- ❖ Ako Beach Facilities *pretty compliks starting with a cafe that sell various Food and drinks. *Play Ground for kids, Trip houses, *A wall for washing your body *After swimming, *musolla, *Rest room and *Distetory for making eucalyptus oil. *Ako Beach selling various food but thew must popular one is fruit sallad or the local call it Rujak and dont forget the fresh Coconut *to. And also this beach merchandise would be the number 1 icon of Buru Island *And that is eucalyptus oil, you can get it fresh from *The Distetory that this Beach *have.
(Ako Beach facilities are pretty complied starting with a cafe that sells various food and drinks. Play Ground for kids, Trip houses, a wall for washing your body after swimming, mosque (Musholla), restroom and distetory for making eucalyptus oil. In this beach sells various food but the most popular one is fruit salad or the locals call it Rujak and don't forget the fresh Coconut too. And also this beach merchandise would be the number 1 icon of Buru Island and that is eucalyptus oil, you can get it fresh from the history that this Beach has.)

Paragraph III

- ❖ To *entering this beach you need to paid around 5000 to 15.000 *Rupiah Depending on how many people and what vehicle you use. Ako Beach is not so big so in holiday *This Beach was very cramped and crowded with people. So if you want to enjoy a calm vacation I'm not recommended it. And if *deanting on the wind and the *weather the waves on this beach are very tight so careful if you swim around if the wind and weather are not good. And lastly, if you lucky you can spoiled Dolphin Jumping if the water in

the sea and also a sea water crocodile that out of the namely lose to the sea to hunt some pred.

(To enter this beach you need to pay around 5000 to 15.000 rupiah depending on how many people and what vehicle you use. Ako Beach is not so big so on holiday. This beach was very cramped and crowded with people. So if you want to enjoy a calm vacation I'm not recommended it. And if dealing with the wind and the weather, the waves on this beach are very tight so careful if you swim around if the wind and weather are not good. And lastly, if you are lucky you can spoil Dolphin Jumping if the water in the sea and also a seawater crocodile that out of the namely lose to the sea to hunt some pred.)

- ❖ Is that all I can describe about Ako beach
(Is that all I can describe Ako beach)

b. Group 2

Paragraph I

- ❖ First of all, we know that Iqra Buru university is the only *privat campus in Namle city. This campus was built *2003 until now. And the campus has 8 facult, that is faculty of literature, faculty of *economic, faculty of *low, faculty of religion, faculty of *agricultural, faculty of fisheries, faculty of engineering, and especially faculty of teacher and science education.
(First of all, we know that Iqra Buru University is the only private campus in Namlea city. This campus was built in 2003 until now. And the campus has 8 faculties that are faculty of literature, faculty of economics, faculty of law, faculty of religion, faculty of agriculture, faculty of fisheries, faculty of engineering, and especially faculty of teacher and science education.)

Paragraph II

- ❖ *Faculty of teacher and science education has 4 study *program. Namely, English education, Indonesian education, biological education, and mathematics education. In front of *all there is *library of Iqra Buru University. Let's go in. This is the waiting room, and then *lecture room, administration room, and the last is *dean room.
(The faculty of teacher and science education has 4 study programs. Namely English education, Indonesian education, biological education, and mathematics education. In front of all, there is a library of Iqra Buru University. Let's go in. This is the waiting room, and then the lecture room, administration room, and the last is the dean room.)

Paragraph III

- ❖ When we look *the environment in Iqra Buru university, we can see the *one of mosque, a hall building, and *it classes room to use for all*student in the campus. there are also rest are and some trees *in the campus.
(When we look at the environment in Iqra Buru University, we can see the mosque, a hall building and its classroom to use for all students on the campus. there are also rest are and some trees on the campus.)

Paragraph IV

- ❖ Maybe *thats all from the information from us about *describe our campus. Thank you.
(Maybe that's all from the information from us about describing our campus. Thank you.)

DISCUSSIONS

The results of the present study indicate that the student's ability in this aspect is also poor to fair. This can be interpreted as the students committing many errors related to language focus, tense, and preposition. It also indicates serious problems pertaining to word choosing, precise vocabulary as stated by the ESL Composition Profile. When this finding is compared with the previously generated results, a considerable agreement can be observed. Jordan (1997) writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary. The major ideas are arranged in some often on the correction of mechanical and grammatical errors. Alfaki (2015) the students have problems with subject-verb agreements, pronoun references, and connectors. It is in line with the finding of the study that some of the students were unable to use correct verb form in their writing related to the same matter as described in (Table 2.1 Examples of Grammatical Problems and Capitalization in Table 2.4).

The statistically significant correlation between students' interest and writing results which is yielded by the present study is also compatible with the previously-generated findings. There is a frequency of 5 perceptions, 4 of them agree with using TTW in learning to write a descriptive text. The result was clear in the Questionnaire in Appendix 10. So, the researchers conclude that the TTW can improve the achievements of the students' writing performance basically in their writing descriptive text. And also, can change their perception based on their mind that the TTW can help them fully in writing step by step actually in their group when doing discussion. They can share their ideas well and can imagine words if still not perfect but they can try that.

The hypothesis in this research was there is a significant difference in writing descriptive paragraphs between students taught using picture media in the TTW and the visual map in clustering technique. There is a difference in writing a paragraph of students in experimental group and their interest. The result mean score in t-test score of experimental groups was $0.017 \leq 0.05$. From the table test, it is found that the T-value was bigger than the alpha (α) 0.05. It means that the Null hypothesis (H_0) which states that "there is no significant effect of using Think-Talk-Write technique on students' writing descriptive text-ability" is rejected. So, the Alternate hypothesis (H_1) which states that "there is a significant effect of using Think-Talk-Write on students' writing descriptive text-ability" is failed to be rejected. Thus, the use of the Think-Talk-Write technique gives a significant effect on students' writing descriptive text-ability compared with the clustering technique. The data are clearly shown in Appendix 8.

This is in line with Setiawan et al., (2017: 38) the researchers found these problems in both the experimental group and the control group; however, the most problems were found in the control group. As the result, the t-test (2.777) is higher than the t-table at a significance level 05 (95%) with 2.009, it means that the Null hypothesis (H_0) which states that "there is no significant effect of using Think-Talk-Write technique on students' writing descriptive text-ability" is rejected, so the Alternate hypothesis (H_a) which states that "there is a significant effect of using Think-Talk-Write on students' writing descriptive text-ability" is failed to be rejected.

This is in line with the research facts by Setiawan et al., (2017: 38) they found that the students just write based on the questions given by the teacher in the Think phase so that their writing contains limited information related to the questions. Meanwhile, they can elaborate more about the topic, thus, the other questions appear on students' minds. This problem can be found among students with low ability in writing. They only write the information based on their answer to the question given. However, the teacher can use another strategy, such as warming the students up at the beginning of each meeting on many kinds of topics by questioning some of them. Furthermore, the other problem faced by the students was their low ability in vocabulary, grammar, and spelling. These problems affected the students' writing products. The researchers found these problems in both the experimental group and the control group; however, the most problems were found in the control group. As the result, they conclude that the t-test (2.777) is higher than the t-table at a significant level 05 (95%) with 2.009, it means that the Null hypothesis (Ho) which states that "there is no significance effect of using Think-Talk-Write technique on students' writing descriptive text-ability" is rejected, so the Alternate hypothesis (Ha) which states that "there is a significant effect of using Think-Talk-Write on students' writing descriptive text-ability" is failed to be rejected. Thus, the use of the Think-Talk-Write technique gives a significant effect on students' writing descriptive text ability.

CONCLUSIONS

After given treatment with discussion group by using the Think-Talk-Write (TTW) in experimental group, students that have low ability their writing performance can improve and achievement because especially they can adapt with the other friends, share ideas, and do based on their thoughts a reflective dialogue with themselves in the discussion group. So, with this technique many of students easily to make a good paragraph in the posttest after receive treatment. It's different with the student's results in control group using clustering technique discussion group. In the control group, the students are still confused because they still don't know how to put make paragraph well based on five components in writing and this happened because they did not get the Revising and Editing Checklist as the experimental group gotten. So, they make limited knowledge of subject in content then their make frequent error of capitalization and punctuation. Students can try to make a long paragraph but some of them less on the meaning confuse or obscure. It makes a reader cannot understand what they mean. The TTW the researchers can make direct contact easily too with all students in experimental group when they need a researcher's instruction because in step by step there is relationship reciprocity between the researchers and the students. So, many students are interested in the technique in learning English, especially learning writing descriptive text. Because the researchers not as commander or instructor but as a motivator too.

SUGGESTIONS

For teachers or lecturers, to be able to increase the students' abilities who are good at writing skill especially in writing descriptive text. The Think-Talk-Write is a suitable teaching technique that can make the teaching and learning process run well. The students will enjoy their class if the learning process is not boring. If the learning process is enjoyable, the students will understand the material more easily. If the students understand the material, the purpose of teaching and learning will be gained. Surely, it is one of the objectives of researcher or teacher in

teaching. Researchers must be clever and understand in applying the technique when choosing the techniques for the teaching and learning process in the classroom, especially in writing descriptive text. And must know what the scoring rubric actually must use in rate based the students writing performance to make it easy to give them score. So, here the researchers suggest for the next researcher must use ESL Composition Profile by Jacobs et al (1981) because this is the best scoring rubric to score the student writing.

For students, this technique is the best because they can imagine words based on their minds deeply. And can develop and improve their writing skills to make it a habit to practice more so that their skill is achieved. Then the test given by the teacher or lecturer must be taken seriously when trying to apply this technique to know the extent to which the student's writing ability has progressed before and after starting to get used to writing. For readers, this technique (Think-Talk-Write) can add their knowledge and also can make them feel which is the appropriate and the best technique that can use in teaching writing especially when divided students become groups.

For another researchers, are expected to research by applying this technique. Firstly, to add their knowledge to know-how about to make sure our students can improve their skills basically in their skill writing by using TTW. Besides, they are expected can use the ESL Composition Profile by Jacobs (1981) as the best scoring rubric to see and rate the students' scores are improving in writing paragraphs.

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