The Effect of Think-Talk-Write (TTW) Strategy Toward Students' Descriptive Text Writing Skill at The Tenth Grade of MAN 2 Pandeglang in Academic Year 2021-2022

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ABSTRACT

The purpose of this research to investigated the effect of Think-Talk-write (TTW) strategy toward students' descriptive writing skill. This research used quantitative approach and quasi-experimental method. The sample of this research was 60 students that consisted of 30 student of experimental class and 30 student of control class. The data was analyzed by using statistical of program SPSS 22. Based on the result of data analysis, the result showed that mean score of post-tests in the experimental class was 64,90 and mean score of post-tests in the control class was 63,43. The result of t-test obtained sign score $0.000 < 0.05$ it means the alternative hypothesis was accepted and the null hypothesis was rejected. As the result there is significant effect of Think-Talk-Write (TTW) strategy toward students' descriptive text writing skill at the tenth grade of MAN 2 Pandeglang.

INTRODUCTION

People use language when interaction with others. They can express or deliver something to the others with use the language. There are some languages are used by people to communication, and one of them is English. English has four types of skills, namely listening, speaking, reading, and writing. The researcher focused on writing for this research. Fujianti & Sudirman (2019:129) stated that "writing is among the most important skill that foreign language students need to develop."

Based on the researcher observation at the MAN 2 Pandeglang, there are some problems are found by researcher. First, in writing a text or paragraph, the students usually find it challenging to convey their ideas in writing because they are lacking vocabulary. Second, the students sometimes feel unconfident in writing because of some reasons. One of the reasons is feeling afraid to make mistake, students also need more motivation from the teachers when they study English in the class. The next problem found is the students are still confused to determine or to identify generic structure of descriptive text because they feel difficult to differentiate between identification and description.

The solution for some problems above, the teacher and students need teaching and learning strategy. There are some teaching and learning strategy, the teachers must be creative to choose the best strategy. In this research, the researcher believes that Think-Talk-Write (TTW) Strategy can improve students' writing skill.

Fujianti & Sudirman (2019:129) stated that "writing is among the most important skill that foreign language students need to develop." In the other case, according Eanes (in Indahyanti, 2017:140) writing is a valuable tool for learning in a number of ways. In conclusion, writing is to express ideas, feeling, knowledge, and emotion in written form, text or paragraph and writing is one of the important skills that should be developed by students.

Brown (2004:220) mention some categories of written performance, they are Imitative, Intensive (Controlled), Responsive, Extensive. In line with the Brown mentioned, this research, the researcher used responsive writing, because responsive writing discusses about paragraph, genres of writing including brief narrative and descriptions.

Jayanti (2019:77) Descriptive text is a text that is always in around us when we want to describe something or someone. In the other case, Rahmah (2017:183) Descriptive text is a text that describes the characteristic of something like person, place, or thing. Hartono in Nurhasanah, (2016:23) defined that descriptive text is a text which said what a person or think is like. Its purpose is to describe a particular person, place or thing. In the other case, Rahmah (2017:183) mentioned that descriptive text is a text that describes the characteristic of something like person, place, or thing. In short, descriptive text is a text which describe about something like person, place, or thing.

According to Waluyo (2022), descriptive text has two structures, they are identification and description. Identification contains an introduction or explanation of the main character to be described. This section is located in the first paragraph. Characters can be people, objects, places, or events. The description section contains a clear and specific explanation of the characteristics, traits, habits or other matters relating to the object to be described.

According to Peronity (in Jayanti, 2019:79) said that 'the language feature of descriptive text are use simple present tense because it tells the object description, use of the objective to clarify the noun'. Azar (in Jayanti, 2019:79) states: Simple present tense has patterns, they are; 1) verbal sentence, and 2) nominal sentence. In verbal sentence the formula as follows:

Table 1 The Formula of Simple Present Tense

Verbal form	Nominal form
(+) S + V1 + (s/es) + O/C.	(+) S + Tobe (is, am, are) + Adj/Adv.
(-) S+ do/does + not + V1 + O/C.	(-) S + Tobe (is, am, are) + not + Adj/Adv.

Source: Azar (in Jayanti, 2019:79).

In short, the language feature of descriptive text is simple present tense. Simple present tense divided two kinds it is verbal and nominal.

Rahmah (2017:180) Think-Talk-Write Strategy is a group work. This strategy trains the students to work together in group. The students make a group consisting of four or five students. Wirda, Deny and Hidayat (in Laoli & Harahap, 2021:3) stated that Think-Talk-Write (TTW) strategy is a strategy that can be used to strengthen students' understanding and communication.

In conclusion, Think-Talk-Write (TTW) strategy is strategy that can help the students to think, talk process, before write something relates with the topic. Because think-Talk-write (TTW) strategy facilitates the students to language practice directly and write language fluently.

METHOD

This research used quantitative approach. and the method of this research is quasi-experimental, with pre-test, post-test, experimental, control group design.

Ary, et al. (2012:339) state that" Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups."

The population of this research is all of the tenth-grade students of MAN 2 Pandeglang. There are six classes, they are X IPA 1, X IPA 2, X IPA 3, X IPS 1, X IPS 2, and X IPS 3 with total numbers 213 students. The sample of this research was the tenth-grade students of class IPA 3 as the experimental class and X IPA 2 as the control class each class there are 30 students with total numbers 60 students as the sample. the technique of collecting sample used is cluster random sampling. The researcher used lotery system.

To collect the data, this research used instrument, the instrument used is test. The blue print instrument is as follows:

Table 2 Descriptive Text Writing Skill Blue Print

Basic Competence	Categories	Indicator	Score	Question Total	Form of the Test
Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written, short and simple descriptive text related to historical or famous places around the students' neighborhood/area. Arrange oral and written descriptive text, short and simple, related to historical or famous places around the students' neighborhood/area, taking into structure, and linguistic elements, correctly and in context.	Organization Content Grammar Punctuation Style	The students be able to identify the text/paragraph based on generic structure of descriptive text. The students be able to make a descriptive text about place. The students be able to use simple present correctly. The students be able to use vocabulary correctly.	100	1	Essay

The instrument can be said as good instrument if valid and reliable. The instrumen was tried out in another class (XI IPA 1). The researcher used Microsoft Excel to analysis the data. The data declared valid if r-count is greater than r-table (r-count>r-table=valid). The r-table can be seen in the distribution table for the r-table value of 5% significance, where for the subject of prevision DF=N-2, in this research, because N=21 it means 21-2 = 19 and we get r-table = 0,432. The result of the calculation of the validity of the instrument can be described below:

Table 3 The Result of Validity of Instrument

No	Form of Question	Question Total	Categories of Scoring	r-count	r-table	Description
1	Essay	1	Organization	0,935	0,432	Valid
			Content	0,933	0,432	Valid
			Grammar	0,832	0,432	Valid
			Punctuation	0,870	0,432	Valid
			Style	0,866	0,432	Valid

The researcher used SPSS to analysis the data of reliability. The result of calculation the reliability of the instrument can be described below:

Table 4 Reliability Statistics

Cronbach's Alpha	N of Items
,928	5

Based on the output reliability above, it was gotten r-count=0,928 and was gotten fist that r-table=0,432. Due to r-count>r-table so could be concluded the data was reliable.

The technique of collecting the data was very important in research. In this research the researcher used test to collect the data. In collect the data the researcher used pre-test, treatment and post-test. First, the researcher used the pre-test as an activity to test the students' knowledge of the material about writing of descriptive text. Pre-test was given before the researcher give a treatment to students. The purpose of pre-test is to knowing students' descriptive text writing skill before the students are given treatment. The pre-test was held on for one meeting during the English subject, it is 40 minutes and the format of the questions that were given is essay form.

Second, the treatment was conducted after the students have been given pre-test and before the students will be given post-test. The researcher gave treatment to experimental class with the material about descriptive text with used Think-Talk-Write (TTW) strategy as the teaching and learning strategy. The researcher expect that Think-Talk-Write (TTW) strategy can improve students' descriptive text writing skill. While the treatment in the control class used Think-Pair Share (TPS) strategy as the teaching and learning strategy. TTW strategy and Think-Pair Share strategy have each three steps but the steps of them are different. Steps of Think-Talk-Write (TTW) strategy are think, talk, and write while the steps of Think-Pair Share (TPS) strategy are think, pair, and share. The treatment was held for five meetings and each meeting was conducted during 40 minutes.

Third, the researcher used post-test as a final test. The post-test was given after the researcher gave a treatment to experimental class and control class. The researcher compared the result of post-test and the result of pre-test between experimental class and control class. The post-test was held for one meeting during the English subject, it is 40 minutes and the format of the questions that were given is essay form.

RESULT AND DISCUSSION

The instrument in this research is writing test and the question between experimental and control class it same. The test is given has two-parts, first pre-test and second is post-test. The purpose of pre-test is given to experiment and control class is to assessment the students' descriptive text writing skill before the students are given treatment. While the purpose of post-test is given to experiment and control class is to assessment the students' descriptive text writing skill after the students are given treatment. The descriptive statistics is as follows:

Table 5 Descriptive Statisctics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	30	29	80	51.17	15.414
Post-test Experiment	30	44	93	64.90	13.247
Pre-test Control	30	25	82	47.83	15.596
Post-test Control	30	44	91	63.43	12.317
Valid N (listwise)	30				

The result of students' pre-test and post-test experimental and control class from 30 students of experimental class and 30 students of control class. The lowest score of pre-test experimental class is 29 and the highest score is 80 with mean 51,17 while the lowest score of post-test experimental class is 44 and the highest score is 93 with mean 64,90. For the lowest score pre-test of control class is 25 and the highest score is 82 with mean 47,83 while the lowest score post-test control class is 44 and the highest score is 91 with mean 63,43.

The hypotheses test in this research used analysis of t-test. Before do the analysis hypotheses, determine the data of normality and homogeneity. The calculation of normality and homogeneity test are the pre-requirement to determine hypotheses. The result of normality test can be seen on the table below:

Table 6 Test of Normality

Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	.166	30	.035	.923	30	.031
Post-test Experiment	.183	30	.011	.929	30	.045
Pre-test Control	.136	30	.164	.949	30	.156
Post-test Control	.169	30	.028	.926	30	.040

Based on the output normality test above, obtained the score of normality test of pre-test experiment class sig=0.035, post-test experiment class sig=0.011, pre-test control class sig=0.164 and the last the score of post-test control class sig=0.028. Based on the all-significance score above, it shows that sig>0.05 so can be concluded that the data is normally distributed. Furthermore, the result of homogeneity test can be seen on the table below:

Table 7 Data of Homogeneity Test of the Data Pre-test Experimental & Control Class

Levene Statistic	df1	df2	Sig.
.000	1	58	.996

The statistic result that the score of homogeneity of pre-test between experimental and control class obtains sig=0,996. Due to the sig is 0,995>0,05, so it can be concluded that the data is homogeneous.

Table 8 Data of Homogeneity Test of the Data Post-test Experimental & Control Class

Levene Statistic	df1	df2	Sig.
.089	1	58	.766

The statistic result that the score of homogeneity of post-test between experimental class and control class obtained sig=0,766. Due to the sig is 0,766>0,05, so it can be concluded that the data is homogeneous.

The hypotheses test is used in this research is a statistical test (T-test) paired samples test. The purpose used paired samples test is to pair between pre-test and post-test experimental class (used TTW strategy) and pre-test and post-test control class (used TPS strategy) with used SPSS 22 program windows. The result of hypothese test could be seen on the table paired samples test below:

Table 9 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference		T		Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper		df	
Pair 1	Pre-test Experiment - Post-test Experiment	-13.733	5.723	1.045	-15.870	-11.596	-13.143	29	.000
Pair 2	Pre-test Control - Post-test Control	-15.600	7.000	1.278	-18.214	-12.986	-12.206	29	.000

The statistical hypotheses as follow:

Ha: There is significant effect of Think-Talk-Write (TTW) strategy toward students' descriptive text writing skill at the tenth grade of MAN 2 Pandeglang in academic year 2021-2022.

Ho: There is no significant effect of Think-Talk-Write (TTW) strategy toward students' descriptive text writing skill at the tenth grade of MAN 2 Pandeglang in academic year 2021-2022.

The estimations are:

If p-value>a=0.05 (Ho is accepted and Ha is rejected)

If p-value<a=0.05 (Ha is accepted and Ho is rejected)

Based on the output paired samples test above, Pair 1 obtained the score of sig. (2-tailed) 0,000<0,05 so can be concluded there is the differences of mean the result students learning to pre-test and post-test experimental class (used TTW strategy). Due to the sig. (2-tailed) on pair 1 is 0,000<0,05 it's mean (Ha is accepted and Ho is rejected) and can be concluded that there is significant effect of Think-Talk-Write (TTW) strategy toward students' descriptive text writing skill at the tenth grade of MAN 2 Pandeglang in academic year 2021-2022.

The previous studies showed that each study that have been conducted by Sozanolo Laoli and Dina Irmayanti Harahap (2021) and Wiyaka and Irfan Ansori (2014/2015), both of them stated that the using of think-talk-write (TTW) strategy in teaching English about descriptive text can improved the students' descriptive text writing skill. Wiyaka and Irpan subhan Ansori investigate Think-Talk-Write (TTW) as a Strategy to Improve Students Ability in Teaching Writing Descriptive text (A Case of the Tenth Grade Students of MAN Demak). The research used quasi-experimental research and the researcher use cluster sampling to take the sample. The result of this research that there is significant difference in writing ability of the tenth-grade students of MAN Demak after taught using Think-Talk-Write (TTW) strategy.

The findings of previous research has supported what the researcher found so far. On the other word, could be said that think-talk-write (TTW) strategy is significantly improve students' descriptive text writing skill.

CONCLUSION

Based on the description of chapter by chapter as well as the result of the research above, the researcher can conclude that the researcher conducted this research at MAN 2 Pandeglang with the title is the effect of think-talk-write (TTW) strategy toward students' descriptive text writing skill at the tenth grade of MAN 2 Pandeglang in academic year 2021-2022.

The population in this research there are six classes, they are X IPA 1, IPA 2, IPA 3, IPS 1, IPS 2, and IPS 3. In this research the researcher used two classes as the sample, X IPA 3 as the experimental class and X IPA 2 as the control class, each class there are 30 students with total

numbers 60 students as the sample. There are some activities was conducted by researcher, including pre-test, treatment, and post-test.

Based on the analysis of the data think-talk-write (TTW) strategy as good strategy to used when taught descriptive text writing skill in the class. The researcher used SPSS 22 for program windows to analysis the data.

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