

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**Ringkasan Pengembangan Pendidikan Karakter Peserta Didik
melalui Sekolah Konservasi**

Raft : The Way in Improving the Quality of Students Writing Products

Think Talk Write Implementation in Writing Personal Experience

Enhancing Listening Ability Through TPT by Using Adobe Audition 1.5

**Teaching Writing Of Descriptive Essay Using Think, Talk, Write
(TTW)**

**The Correlation of Vocabulary Mastery and Writing Ability
Toward the Students' English Achievement**

Cohesive Devices in English Lecturers and Teachers' Concluding Texts

**The Effectiveness of Directed Reading Thinking Activity Method with
Picture Media in Teaching Reading for English Department Students**

**Pembelajaran Berbasis Proyek Portofolio bagi Mahasiswa dalam
Memahami Materi Karakteristik Peserta Didik**

**Upaya Meningkatkan Motivasi Berwirausaha melalui Pembelajaran
Kewirausahaan Metode Investigasi Kelompok pada Mahasiswa
Prodi Pendidikan Bahasa Inggris STKIP PGRI Blitar**

**Pola Pembelajaran dan Pemberdayaan Masyarakat pada
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**The Effectiveness of Graphic Organizers in the Teaching of
Narrative Text for Junior High School Students**

**Analisis Model Catwoe dalam Mengembangkan Nilai-nilai Karakter
Mahasiswa melalui Pendidikan Agama pada Mahasiswa**

**Eksperimentasi Pembelajaran Matematika Berbasis Teknologi
dengan Pendekatan Investigasi dan Konvensional pada Pokok
Bahasan Turunan ditinjau dari Aktivitas Siswa di dalam
Pondok Pesantren**

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TEACHING WRITING OF DESCRIPTIVE ESSAY USING THINK, TALK, WRITE (TTW)

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Abstrak : Kesulitan mahasiswa dalam menulis descriptive essay adalah menggambarkan objek yang ditulis secara detail, urut dan koheren agar pembaca bisa membayangkan dan memahami objek yang ditulis dalam essay tersebut. Berdasarkan permasalahan tersebut, penulis ingin membahas salah satu metode mengajar descriptive essay, yaitu Think, Talk, Write. Metode ini membangun semangat siswa untuk berfikir, berdiskusi dan menulisnya kembali berdasarkan topic yang dibahas. Tujuan dari penelitian ini adalah untuk membuktikan apakah metode Think, Talk, Write (TTW) lebih efektif dalam meningkatkan kemampuan siswa dalam menulis descriptive essay daripada metode konvensional. Berdasarkan hasil penelitian, metode TTW terbukti lebih efektif dalam meningkatkan kemampuan siswa dalam menulis descriptive essay.

Kata Kunci: pengajaran, menulis, *descriptive esssay, think, talk, write* (TTW)

Abstract : Students' problem in writing descriptive essay is to describe the object in detail, in spatial order and coherent in order to the readers can imagine the object they write in the descriptive essay. Based on the problem above, the writer would like to discuss one of methods in teaching descriptive essay; it is Think, Talk, Write (TTW). This method encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before write them. The aim of this study is to prove whether Think, Talk, Write (TTW) method is more effective to increase students' writing ability than conventional method. Based on the result of this study, TTW method is more effective in increasing students' writing ability in descriptive essay.

Key Words : teaching, writing, descriptive essay, think, talk, write (TTW)

INTRODUCTION

As a part of language skills, writing is very important to support communication among human being. Language is not only spoken, but also written. It is a basic language skill, just as important as speaking, listening, and reading. According to Harmer (2007) There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more thinking time than they get when they attempt spontaneous conversation. This allows them more

opportunity for language processing that is thinking about the language whether they are involved in study or activation. Writing has a higher status than speaking because almost everybody can speak but only a few people can write. Writing is more complex because we need to write with correct grammar and organize what we write into sentences and paragraphs. It demands us to have good ability in writing sentences, especially to compose text correctly. Unfortunately, there are mistakes of teaching in the class which

cause students cannot understand writing material fully. Routledge said "Learners should bring experience and knowledge to their writing" (2009). So that why, it becomes a problem for students in doing writing. Students should prepare well about the material that they want to write. That is supported by Routledge (2009) "writing is most likely to be successful and meaningful for the learners if they are well prepare for what they are going to write".

Writing descriptive essay is not easy for some students. They cannot describe the object in details. Teacher needs to stimulate and encourage the students to express their idea clearly, coherently and in spatial order. Therefore, the writer applies TTW method by using film media in learning of descriptive text writing. It helps to guide students to be more active by discussion with their friend to share and construct their ideas to solve the problem. Using media can bring and arouse students' happiness and renew their spirit in writing. It also can help the students in placing their knowledge to their mind and rekindle the lesson. For one, they get exposure to natural language in a non-threatening setting. Secondly, Film provides common ground to students of any international background. Due to this fact, the researcher used TTW method and film as media in teaching and learning process and hope that TTW method and film as media can motivate the students and improve students' writing ability on descriptive essay.

DEFINITION OF WRITING

Writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics (Hamp-Lyons 1990 in O'Malley and Pierce 1995:136). The writer draws on background knowledge and complex mental processes in developing new insights. To write well, students need to incorporate the purpose or prompt into their own unique approach to writing. How do they do this? By calling on several different kinds of knowledge. Let's Assume that you have asked a student to write an essay on an experience the class shared together, perhaps watching a demonstration on home fire safety watching a demonstration on home fire safety conducted in the classroom by local firefighters.

According to Nation (2009:113) *writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading*. This preparation can make it possible for words that have been used receptively to come into productive use. For example, in English for academic purposes programmed, learners can be involved in keeping issue logs which are a kind of project work.

In conclusion, writing is a process where the writer explores the writer's thought, feeling and idea and shares them with the reader. However, the writer should consider some essential elements (the message, purpose and the reader) when writing.

TEACHING WRITING

Teaching writing is more difficult than teaching other language skills. The teachers have to teach the students not only about the element of writing but also building their writing habits. According to O'Malley and Pierce (1995:136) *teacher judgment has always played an important role in the assessment of writing*. Teacher asks students to write on any number of topics and then assess the substantive information contained in the message, the clarity of the message conveyed, and the mechanics of writing (spelling, capitalization, and punctuation). Teachers typically define the topics for writing, establish the criteria for evaluating the writing, and grade the writing themselves.

This teacher-centered approach is not surprising given that many teachers have origins in a transmission model of learning and instruction, in which teachers provide the basic knowledge to be imparted to students. The transmission model isolates contents areas in teaching and emphasizes mastery of components skills in sequential order. One by-product of this model has been that students have learned to write in isolation from reading and other activities related to literacy. Another by-product has been that teachers have tended to over-emphasize mechanics (spelling, capitalization, and punctuation) and grammar in their evaluations at the expense of content and meaning in writing

(Glazer and Grown 1993 in O'Malley and Pierce 1995:136).

DEFINITION OF DESCRIPTIVE TEXT

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing. (Linda Gerot, Peter Wignell, 'Making Sense of Functional Grammar', 1994 in Mursyid PW 2006:4).

TTW METHOD

Think-Talk-write Strategy was introduced by Huinker and Laughlin. According to Huinker and Laughlin (1986), "The think-talk-write strategy build in times for thought and reflection and for the organization of ideas and the tasting of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing".

The TTW method is easy to understand, because this is very simple and does not make the student feel bored during the process of learning. Beside that, it can make the students be more active. In this

method, students are allowed to discuss for the problem and share their ideas to solve it. Then, they can reconstruct and combine their ideas together, so that it will make them write easily. Students who learn to use TTW typically find it to be well worth the effort.

You should begin with a think of the problem of the chapter or a shorter section, depending on how much you talk and share ideas with your friends. Then, you should write down your ideas as a result.

STEPS IN THE TTW METHOD

According to Huinker and Laughlin (1986:81) the phases in Think Talk Write strategy are: Think-Talk-Write. In Think phase, the students think the ideas about the topic they get and write down in a small note. In Talk phase, the students work in group and then they share ideas that they have made in the small note, discuss and solve the problem they face. After the discussion ended, the students write down the result of discussion. This phase called Write phase. These three steps can help you learn as you read, remember more, write down and review effectively:

Think

Thinking in learning activities, contained in activities that may provoke students to think about a problem either in the experiment, demonstration activities undertaken by teachers or students, observation of physical symptoms or events

in everyday life. The process of reading books or *handouts* physics as well as a wide range of articles related to the subject. After that students begin to think about solutions to these problems by writing in a notebook or a *handout* or any given part understood and did not understand.

According Wiederhold (1997) make a record of the contents of the text means analyzing goals and examine written materials. Make note enhance the student's knowledge even improve thinking and writing skills. One benefit of this process is to make a note will be an integral part of the learning setting.

Talk

Students communicate with friends using words and language that they understand. Students use the language to present the idea to their friend, build theories together, sharing strategies and defining solutions.

Talking helps teachers determine the level of understanding of the students in learning, so that they can prepare the necessary teaching equipment. Phase communicate (*talk*) also allows students to skillfully speak. Naturally and easily process communication can be built in class and used as a tool before writing.

In addition, to communicate in a discussion can help improve collaboration and learning activities in the classroom. Furthermore, speaking both among students and the teacher can increase understanding.

This can happen because when students are given the opportunity to talk or dialogue, as well as reconstruct various ideas to put forward through dialogue.

Write

Students write the result of discussion or dialogue on the worksheets provided. Activity write means to reconstruct the idea, because after a discussion or dialogue between friends and then express it through writing. Writing activities will help students to make connections and also allows teachers view students' concept development.

Film Media

According to www.onlinedictionary.com (January 2016) Film are: (1) form of entertainment that enacts a story by sound and ansequence of images giving the illusion of continuous movement; "they went to a movie every Saturday night"; "the film was shot on location" [syn: movie, film, picture, moving picture, moving-picture show, motion picture, motion-picture show, picture show, pic, flick]. (2) a medium that disseminates moving pictures; "theater pieces transferred to celluloid"; "this story would be good cinema"; "film coverage of sporting events" [syn: film, cinema, celluloid]. (3) Photographic material consisting of a base of celluloid covered with a photographic emulsion; used to make negatives or transparencies [syn: film, photographic film].

RESEARCH METHOD

The research design of this study is quasi-experimental research applying non-randomized pretest-posttest control group design. It is conducted to know the effect of different treatment of teaching to the control group and experiment one. The two selected groups were taught in different ways. The experimental group was taught by TTW method using film media while the control one was taught using Conventional method.

The population of this study is the third semester students of STKIP PGRI Blitar, and the samples are taken from two classes, class A and B. Class A was taught by TTW method using film media while class B was taught using Conventional method.

The data is collected using pretest and post test. Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis.

FINDINGS AND DISCUSSION

The interpretation of the research are divided into two points of view; statistical and practical view. From the statistical point of view, the finding of the research showed that statistically students taught descriptive text with TTW method using film media significant higher achievement than those taught using Conventional method. It is shown from the significant value, which is lower than 0.05, $F(1, 49) = F 42.127, P 0.000 < 0.05$.

Furthermore it can be seen from the differences between the adjusted means for two groups, which are reported in the Estimated Marginal means table as 79.839 for the students taught with TTW method using film media, and 73.864 for the students taught with Conventional method. Therefore, the experimental and control groups were significantly different and the result of analysis rejected the null hypothesis says that both strategies (TTW method using film media and Conventional method) are equal. It means that the theoretical hypothesis is supported with empirical evidence.

From the practical view, the research finding indicated that TTW method using film media can contribute to the improvement students' writing skill especially in descriptive text. This was probably because TTW method provides clear directions; this encouraged the students to write easily. Furthermore, TTW method helps students to find their idea to write. It can be concluded that TTW method should be introduced, practice and implemented in writing classes where typically the students easy to find ideas and transform their ideas into writing.

CONCLUSION AND SUGGESTIONS

It can be concluded that there are positive attitudes from the students toward the implementation of TTW method using film media. First, TTW method using film

media helped the students to love the writing activities. Second, TTW method using film media make the students become more active to improve their idea and opinion in understanding the texts in three steps there are think, talk, and write.

For suggestion, The English teacher as a source of information in the teaching learning process in the class must create motivation to the students, in order they have great motivation in study English. Moreover, TTW method should be improved continually in order that the students become more active to improve their idea and opinion in understanding the texts. Teacher should be more creative than before in using method in teaching. Furthermore, the teacher should not only use hand books, but also media that make the students interested in studying English.

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