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IMPROVING STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT USING THINK TALK WRITE METHOD

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ABSTRACT

The aim of this research is to improve students' ability in writing descriptive text using think talk write method at SMPN 2 Mardinding school. This research was conducted using classroom action research, which was carried out by applying 4 stages, namely planning, action, observation, and reflection. The implementation is carried out in two cycles. Where the pre-cycle results were 31%, then applied to cycle II and obtained results of 76%. Because it was not yet significant, the researchers applied cycle II and obtained very significant results with a total score of 93%.

Keywords: Students Ability, Descriptive text, Think Talk Write Method.

INTRODUCTION

Writing is one of important skill to be mastered by English learners, because it helps the students to be fluent by acquiring and using language. Particularly for second language learners, English writing has an essential significance because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. In addition, writing is symbol of communication that happened between reader and author, especially in English learning, students is often to write about the things that need to be described which contain elements of symbols in it, because of that writing English is important to understand by students. Thus, students need to learn English writing as a measured to have a good English, especially for second language learners.

Writing descriptive text is part of writing skills that must also receive attention. Writing is influenced by other productive skills, such as aspects of speaking and receptive

skills, namely aspects of reading and listening as well as understanding vocabulary, diction, effectiveness of sentences, use of spelling and punctuation. Writing skills will not come automatically, but must go through a lot of practice and practice.

To improve writing skills, a person must practice continuously without giving up. One of the writing skills that students must master is the skill of writing descriptive text. Students tend to experience difficulties when asked to write descriptive text. In the current condition where students in the field show that not all students are able to write descriptive text well, their ideas become descriptive text. Based on the results of observations with several students, it shows that students' writing abilities are very low.

Efforts that can be made to overcome this problem are by using learning methods that suit the needs of students. One of the learning methods that can be done improve students' ability to write descriptive text.

One learning model that can be applied is the Think Talk Write (TTW) learning model. The Think Talk Write (TTW) learning model is a learning model that starts from the flow of thinking through reading material (listening, criticizing, and alternative solutions) then talking by conducting discussions, presentations, and finally writing by making reports on the results of discussions and presentations.

RESEARCH METHODOLOGY

This research uses a classroom action research design. This research was carried out at SMPN 2 Mardinding. This research was carried out in several research cycles. In each cycle there are 4 stages of research consisting of planning, action, observation, and reflection. The data analysis technique used is a qualitative data analysis technique supported by quantitative data. Qualitative analysis used for qualitative data in the form of interviews, field notes and documentation. Quantitative data was obtained through observations, questionnaires, and the results of students writing descriptive texts before and after the action was carried out.

FINDING AND DISCUSSION

Based on the results of research carried out at SMPN 2 Mardinding School, it shows that the Think Talk Write Method can be applied in class VII. In the think talk write method, students' learning activities are a learning model that starts from the flow of thinking through reading material (listening, criticizing, and alternative solutions) then talking by conducting discussions, presentations, and finally writing by making reports on the results of discussions and presentations.

As found in the findings, it is stated that using the Think Talk Write Method in the learning process can improve the ability to write descriptive text. In the pre-cycle, teacher activity in the classroom had an average of 2.53 with "sufficient" criteria, in cycle I the average was 2.85 with "good" criteria, and in cycle II it had an average of 3.21 also with "good" criteria. " also. Meanwhile, the percentage of student activity in the pre-cycle was classically 65% with the "good" category, in cycle I it had a percentage of 75% in the "good" category too, and in cycle II the percentage was 85% and the category was "very good". Apart from the percentage of teacher and student activity, what will also be concluded is the student's ability to write descriptive text. In the pre-cycle the students' classical writing ability was 31% in the "low" category, in the first cycle the percentage was 76% in the high category, while in the second cycle the classical percentage was 93% in the "very high" category. For more details, pay attention to the following table:

**Table 1 students' abilities in descriptive text
in Pre-Cycle, Cycle I, and Cycle II**

No	Cycle Implementation	Percentage
1	Pre-Cycle	31 %
2	Cycle I	76 %
3	Cycle II	93 %

Apart from an increase in student activities as seen in the table above, in the research there was also an increase in students' abilities in descriptive text. The evaluation results in cycle II experienced an increase compared to the evaluation in cycle I. The results of the evaluation in cycle II showed that classical learning completeness had reached (93%) with the average final score of students reaching (82%) whereas previously in the pre-cycle it was known that classical learning completeness had reached (64.82%) with the average final test score of students reaching (67) and in the first cycle classical learning completion reached (76%) with the average final test score of students reaching (76).

More details and it will be easy to understand if you see it, it will be presented with an image in the graph below:

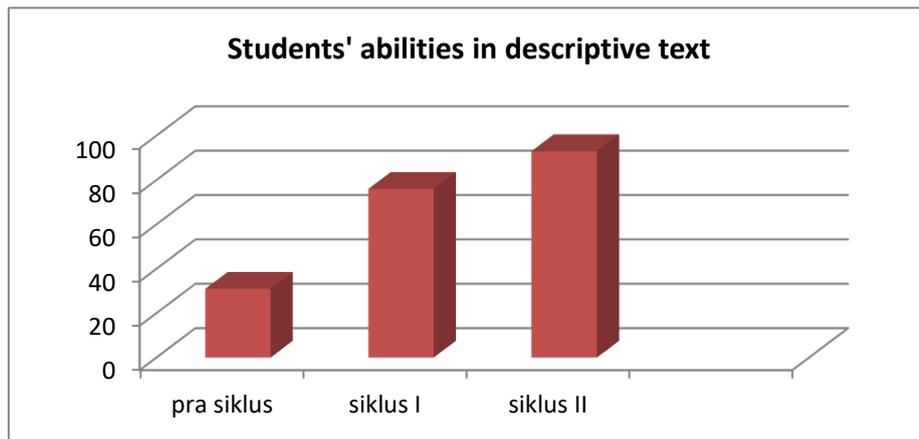


Figure 1: Percentage Cycle

From the analysis above, both in cycle I, reflection was then carried out with the implementation of cycle II. Research on learning English through the Think Talk Write Method can be applied to food and drink material which is shown by increasing students' descriptive text skills. Student activity also increased from students who did not dare to ask questions to teachers or classmates to being brave enough to ask questions. The Think Talk Write method can be applied to food and drink material because it can solve problems so that activity and cooperation increases and can develop students' motivation in studying the material so that the instructional goals of students as educational subjects can be realized in carrying out their duties and obligations as students in addition to Therefore, the role of the teacher as a facilitator and companion in the teaching and learning process can be realized. From this information it can be concluded that the Think Talk Write Method can be applied to increase student satisfaction in descriptive text in class VII SMPN 2 Mardinding.

CONCLUSION

From the description of the thesis research results in Classroom Action Research it can be concluded:

The application of the Think Talk Write method in Improving students' ability in writing descriptive text has experienced a significant increase. where before the cycle they got a score of 31%, then after the first cycle the students got a result of 76%, and in the second cycle the results obtained were very significant, namely 93%. This shows that using the Think Talk Write Method can improve students' writing skills in writing descriptive text.

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