



TEACHING DESCRIPTIVE WRITING USING THINK TALK AND WRITING (TTW) AT ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND EDUCATION FACULTY MADURA ISLAMIC UNIVERSITY

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Abstract: This study is to describe the process of teaching descriptive writing skill by using Think Talk and Write (TTW) at second semester of English Education Department Teacher Training and Education Faculty Madura Islamic University. The study used descriptive qualitative research. In collecting the data, the researcher used observation such as observation list for students, students' writing result, and describing the situation of class during the observation. In analyzing the data, the researcher used simple formula such as numerical data to support the research. The result of this research, in can be concluded that using Think Talk and Writing (TTW) to teach writing especially descriptive text is very effective and help students to develop their skill in writing, it showed by the students' response (78.26% of Students enjoyed the class), and it was also supported by the score of students' writing skill in writing descriptive text (82.7% of students got the target score).

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran keterampilan menulis deskriptif dengan menggunakan Think Talk and Write (TTW) pada semester dua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan ilmu Pendidikan Universitas Islam Madura. Penelitian ini menggunakan penelitian kualitatif deskriptif. Dalam mengumpulkan data, peneliti menggunakan observasi seperti daftar observasi untuk siswa, hasil tulisan siswa, dan menggambarkan situasi kelas selama pengamatan. Dalam menganalisis data, peneliti menggunakan rumus sederhana seperti data numerik untuk mendukung penelitian. Hasil dari penelitian ini, dapat disimpulkan bahwa penggunaan Think Talk and Writing (TTW) untuk mengajar menulis terutama teks deskriptif sangat efektif dan membantu siswa untuk mengembangkan keterampilan mereka dalam menulis, hal ini ditunjukkan oleh respon siswa (78,26% siswa menikmati kelas), dan itu juga didukung oleh skor keterampilan menulis siswa dalam menulis teks deskriptif (82,7% siswa mendapat skor target).

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Key words: *Writing Skills, Think, Talk and Write (TTW), Descriptive Writing.*

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INTRODUCTION

In modern era, English is an international language which is used by almost of people in the world as a tool of communication with other people. English is a main orientation in communicating with other people in

the world if the people do not know about the language. The people are able to communicate with other people by using English, if the people do not know the first language of the native. It is one of reason why English is very important for everyone. Knowing a

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little about English, it helps in communicating with other people.

Talking about English language, one of skills in English language is writing, it is one of skills in English Language, stated that writing is a kind of progressive activity (Oshima & Hogue, 1997). This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action; it is a process that has several steps. In addition (Heaton, 1975) stated that there are four skills necessary for writing. They are:

- a. Grammatical skill : The ability to write correct sentences.
- b. Stylistic skill : The ability to manipulate sentence and use language effectively.
- c. Mechanical skill : The ability to use correctly those conversations peculiar to the written language e.g. punctuation, and spelling
- d. Judgment skill : The ability to write in an appropriate manner for

a particular purpose with on ability to select, organize and relevant information.

Based on the description above, teaching writing needs a good strategy. According to (Brown, 2007) there are four steps instructional process for teaching writing strategies. The steps are:

1. Identify a strategy worth teaching

Identify strategies worth teaching means looking for strategies that will be genuinely helpful. In this case of struggling writers, strategies worth teaching are the one which will help them overcome their writing difficulties. In our research we have decided that the best way to identify such strategies is by talking with struggling writers. Asking them about how they write, what they think about while writing, and what they see as difficulties. Additional insight can be gained by studying, students papers to infer where writers are having difficulty and by observing writers at work.

2. Introduce the strategy by modeling it

Introduce the strategy by modeling them generally means some forms of composing out loud in front

of the students. Many of the teachers in our studies prefer to do this for groups or whole classes by writing at an overhead projector. Teachers speak their thoughts while writing, calling particular attention to the strategy they are recommending for students. Sometimes they ask students to contribute to the writing the teacher is doing, to copy the writing for themselves, or to compose similar piece of writing in connection with the writing the teacher is doing. Teachers in our study also frequently model writing strategies during individual conference with students.

3. Scaffolding students' learning of the strategy

Scaffolding the learning of a writing strategy means helping students to try the strategy with teacher assistance. This is the best done in a writing workshop. The workshop setting is ideal for giving varying degree of assistance according to individual needs. It is also ideal for conferring with individuals and for setting up partnership and peer groups so that students can assist each other in the learning of strategies. Even when a writing workshop is not used,

some amount of in class writing with teacher assistance is necessary to make sure that writers practice using the strategy being taught.

4. Repeated practice and reinforcement

Helping students to work toward independent mastery of the strategy through repeated practice and reinforcement means giving them opportunities to use the strategy many times with decreasing amounts of assistance each time. The idea here is that it is better to teach a few key writing strategies well than it is to teach many of them insufficiently. Students value and master the things we have them do repeatedly. In a way, this gets back to identifying strategies worth teaching look for ones that are crucial to writing processes, such as startegies for planning particular types of writing, or for structuring texts certain ways. Then model, practice, and repeat.

Based on the observation at the class of English Education Department Teacher Training and Education Faculty Madura Islamic University, there are some problems of students' writing skill. They still think that

writing is the most difficult language skill to master it. In reality, writing lesson has been seen as boring, tiring, and difficult subject for students. In other words, students think that writing is not interesting lesson. Actually writing makes so many difficulties not only for students because their lack of writing ability. In addition, it is difficult lesson because in writing not only share ideas from mind but also to choose and combine the vocabulary well to make writing that is meaningful.

Related to the problem above, the lecture must use the appropriate strategy to teach writing skill. Think – Talk and Write will be the suitable one to teach writing skill. It is one communicative approach in teaching and learning process. This strategy is introduced by (Huinker & Laughlin, 1996). This strategy lets students to think, talk and write their ideas. There are some steps in applying this strategy (Huda, 2013). **The first step is think.** In this section, lecturer gives some contextual questions then the students think the possible answer by making some notes about their ideas.

The second step is talk. This activity

gives students some opportunities to discuss their ideas with their friends by reflecting, arranging, and sharing the idea. **The last step is Write.** In the last activity, the students write the ideas that they got from the first and second step, the writing consists of the concept, strategy and solution that they got.

METHOD

This research used descriptive qualitative research, it is best suited to address a *research problem* in which you do not know the variables and need to explore, (Creswell, 2012). In qualitative research, we identify our participants and sites on purposeful sampling, based on places and people that can best help us understand our central phenomenon. The subject of this research is students and the lecturer of the writing class at English Education Department, Teacher Training and Education Faculty. The data collection is observation list, student' writing result and lecturer.

FINDING and DISCUSSION

The process of teaching writing using Think Talk and Writing

In the first observation, the researcher observed the teaching and learning process of English students' writing class especially the use of Think, Talk and Writing (TTW). In this section, the lecturer gave some questions related to the topic. It was about "My Favorite Person" such as who is your favorite actor/ football player/ singer?. After giving some questions, the lecturer gave opportunities to the students to think first what the answers are, this instruction is called by "think" activity. The next activity is "talk" activity. In this activity, the lecturer ask students to discuss their questions with their friend, while they were discussing with their friends, the lecturer went around to the students. The last activity is "writing activity", in this step, students constructed their knowledge or write descriptive text based on the first and second activity.

In the second activity, the researcher gave questionnaire to the students to know the responses of students about the process of teaching

and learning through Think-Talk and Write (TTW).

Table 1 of students' responses

Note	Students' response	Percentage
Enjoy	18 Students	78.26%
Bored	5 Students	21.73%

From the table above, most of students enjoyed the class. It can be seen that 89% of students liked joining the class because they were active in the class, share or discuss the ideas with their friends before writing their own idea. These steps (Think-Talk and Writing) made students are easy to write their opinion especially writing descriptive text about their favorite person.

In the third step, the researcher observed the result of students writing. From the data, it can be concluded that using Think-Talk and Write (TTW) in teaching writing is very satisfied; it showed from the score of students and also the percentage of students who got target score. In this step, the lecturer made criteria of scoring students' writing skill.

Table 2 the result of students writing

No	Total	Percentage
Pass	19 Students	82.7%
Fail	4 Students	17.3 %

Based on the Table 2, the result of students writing especially in

writing descriptive text is very satisfied because more than 80% students got the target minimum it is more or equal than 70. There were 82.7% students got the target score and it was only 17.3 % who did not achieve the target. It is in line with research that Think Talk and Write (TTW) is very effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy can minimize the students' difficulties in writing, especially in creating descriptive text and can help the teacher in teaching writing. (Maulida, Lailatul, & Aulia, 2013)

CONCLUSION

After doing the research on teaching descriptive writing using Think Talk and Writing at English Education Department Teacher Training and Education Faculty Madura Islamic University, it can be concluded that Think Talk and Writing strategy is very effective and significant to teach writing skill for students, it is supported by the data from the students' response (78.26% of Students enjoyed the class), and it

was also supported by the score of students' writing skill in writing descriptive text (82.7% of students got the target score).

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