

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with research finding and discussion of Think-Talk-Write strategy in teaching writing descriptive text to the tenth grade students. While the objectives of this study are (1) To describe the teacher's implementation on the use of (Think-Talk-Write) strategy in teaching writing descriptive text to the tenth grade students. (2) To describe the students' perceptions on the use of (Think-Talk-Write) strategy in teaching writing descriptive text to the tenth grade students.

The research findings comprise the findings from the first observation and second observation of the teaching meanwhile, the discussion focused on the Think-talk-write strategy.

4.1 Findings

The researcher used observation field note and questionnaire as the instrument to get the data from teaching writing of descriptive text through think-talk-write strategy to tenth grade students of senior high school. The use of think-talk-write strategy in teaching writing of descriptive text was done for two observation as bellow:

4.1.1 Finding The implementation of Think-Talk-Write strategy in teaching writing of descriptive text at Fun English Sidoarjo.

The researcher described the observation from the result of field notes during teaching and learning process in the classroom. The result of field notes will be discussed below:

4.1.1.1 The first meeting

The first meeting was conducted on Monday, October 25th 2021. The topic of this meeting was about describing in detail the generic structure of descriptive text, English feature, and how to write descriptive in paragraph. Before started the lesson, the teacher and the students prayed together. After that, the teacher greeted the students and checked the student's attendance.

Teacher : "Good afternoon students".

Students : "Good afternoon ma'am".

Teacher : "How are you today?".

Students : "I'm fine ma'am.. what about you?".

Teacher : "I'm fine thank you. Before we start our lesson, I'll check your attendance list".

After checking all the students, the teacher asked the students who were absent in that day. Before the teacher went to the main activity, the teacher explained about the aim of the learning process and competence that would be achieved. And the teacher introduced the researcher to the students.

Teacher : "Okay students, we have guest from STKIP and she will introduce herself".

Students : "Yes ma'am".

Researcher : "Good afternoon students, my name is Muridah Ningsih. I'm the student of English department in STKIP PGRI Sidoarjo and I will join your class for two meetings. Nice to meet you guys".

Students : "Nice to meet you too."

Then the researcher sit in the back row of the class and observed teaching-learning process of descriptive text. In the next activity, the teacher explained about the definition of descriptive text in front of the class by using LCD.

Teacher : “ well students... Our topic today is about descriptive text. Do you know what is it?”.

Students : “No ma’am...” said all the students. But suddenly one of the students raised her hand and said “yes ma’am”. She was Septiani Nurul.

Teacher : “Ok good Nurul. What did you know about descriptive text?”.

Students : “The text which describes about person, places, and thing.”

Teacher : “That is very good and corrects. For all students please look at the LCD, there is the definition of descriptive text. Have you understood about the definition of descriptive text?”.

Descriptive text is one of text-types which is taught in English teaching. As its name, the text is descriptive. Descriptive writing is a text which describe a person, a place, an idea, an organization, or an activity.

Students : “Yes, Ma’am”.

Teacher : “Good job.. next slide there is generic structure of descriptive text. Would you read number one Martina?”.

Students : “Yes ma’am... Number one is using simple present”.

Teacher : “Ok.. Yolinda please number two”.

Students : “Ok.. Ma’am.. Number two is using action verb”.

Teacher : “Good job.. the last one, Septiani please read!”.

Students : “Ok ma’am.. Number three is using adverb”.

Teacher : “Good.. well students, for the next slide is the generic structure of descriptive text.. I will read and please comprehend it”.

The teacher explained about the generic structure, those are identification: contains the identification of matter / a will be described. And description: contains the explanation / description of the thing / person to mention a few properties. The students tried to understand the material well. Next, the teacher asked the students again.

Teacher : “Have you understood well my students?”.

Students : “Finish ma’am”.

Teacher : “Ok for the next is how to write the descriptive text”.

Students : “Yes ma’am”.

The teacher explain and the students listen to the teacher carefully.

Teacher : “have you understood my students?”.

Students : “yes, ma’am”.

Teacher : “Now I will give you example of descriptive text. Please analysis the generic structure of this text”.

Students : “ yes ma’am”.





Table 4.1. Descriptive Text ‘BOROBUDUR’

Borobudur is Hindu – Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight steps like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

After reading the text, the teacher asked the students to analysis the generic structure. Asked to the students to raise their hands if they could answer the answer.

Teacher : “ Well students... now classify the generic structure of the text. Which one is the identification and which one is the description. You can raise your hand if you can answer”.

Students : “I can answer ma’am”.

Teacher : “ Good job Derry which one?”.

Students : “The identification is Borobudur is Hindu – Budhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. And the description is Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight steps like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the center at the center of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people”.

Teacher : “Very good now students I want you to make descriptive text in the piece of paper”.

Students : “Ok Ma’am”.

The students did the task from the teacher and they were so serious and so busy. While the students did the task, the teacher walked around and help the students to do the task.

_____ Teacher : “Have you finished your task my students? Now submit to me”.

Students : “Yes ma’am”.

Teacher called some of the students’ name to present their assignment in front of the class. The students’ name who is called by the teacher read their assignment.

After the students presented, the teacher gave the correction to their assignment together. The students were very enthusiastic in this lesson.

The last activity in this session, the students gave conclusion about the lesson on that day with the guidance by the teacher. Then the teacher gave feedback about the material that had been learned. The teacher asked the students about the difficulties during all process and discussed.

Teacher : “Ok class before I closed this meeting any questions so far?”.

Students : “No ma’am thank you”.

Teacher : “Your welcome”.

4.1.1.2 The Second Meeting

The second meeting was conducted on Monday, 1st November 2021. The students studied about descriptive text but using think-talk-write strategy.

The first activity, the teacher opened the class by greeting to the students and checking the attendance. After greeted and checked attendances, the teacher continued the lesson from the previous meeting and explained about the aim of the learning process and competence that would be achieve.

The second activity, the teacher and the students reviewed the lesson in the previous meeting before they went to the lesson on that day, the students were communicatively reviewed the lesson. As the previous meeting, the teacher displayed think-talk-write strategy and the steps of think-talk-write strategy in front of the class by using LCD.

Teacher : “Well students today we’re going to learn about how to write the descriptive text but using think-talk-write strategy”.

Students : “What is think-talk-write strategy ma’am?”.

Teacher : “Good question. Well all the students look at the slide, I will tell what is the think-talk-write strategy and the steps of think-talk-write strategy in teaching writing descriptive text”.

Students : “Yes ma’am”.

Teacher : “Think-talk-write strategy is a strategy to provide students with an opportunity to share ideas, express opinions and create written text in quick and efficient, so students with this strategy will be easier in making descriptive text because you will do together in a group and share your ideas”.

Students : “Yes ma’am what is the steps of think-talk-write strategy?”.

Teacher : “Well students, I will explain the steps of think-talk-write strategy please listen carefully. Later on, I will divide you become group and one group consist of 5 students. The first, I will give you some topics and you have to discuss with your group. The second is the first students in each group writes the first sentence in the piece of paper based on the topic and pass to the next students. The third is the second student write the second sentence and continue the word after that pass to the next students. The fourth is continuing this process until the students make into paragraph. Have you understood the steps my students?”.

Students : “Yes ma’am”.

Teacher : “Now I want you to make a group and one group consist of five students. After that making the descriptive text as like what I say. Do you understand students?”.

Students : “Of course ma’am”.

Teacher : “ Now I will give you the topic. The first group will make the descriptive text about *Penataran temple*. The second group is *Prambanan temple*. The third is *Pari temple*. The fourth is *Jolotundo temple*. Fifth is *Cetho temple*. Can you do that now my students?”.

The teacher wrote exercises on the white board as follow:

Exercise: find the identification and description of your text

Students : “Yes ma’am”.

After 45 minutes passed, the teacher asked to the students.

Teacher : “Well students have you finished your assignment?”.

Students : “Finish ma’am”.

Teacher : “Good job. Now I want some of you read your assignments. Each group must present your assignment and read that”.

The teacher called group representative of the students’ name in each group to present their assignment in front of the class. The students’ names who are called by the teacher read their assignment.

After reading all the descriptive text and presented their assignment, the teacher gave the correction to their assignment together. The students were very enthusiastic in this lesson.

The last activity in this session, the students gave the conclusion about the lesson on that day with the guidance by the teacher. Than the teacher gave feedback about the material that had been learned. The teacher asked the students about the

difficulties during all process and about think-talk-write strategy that have been applied today.

Teacher : “Ok class before closing this meeting any question so far?”.

Students : “No ma’am”.

Teacher : “What did you think about think-talk-write strategy? Does it make you easier to write descriptive text?”.

Students : “Yes ma’am. It help us in writing descriptive text and it is easier than we do alone because we can share our idea in the text and we get new knowledge from other friends”.

Teacher : “Yes good. Before I close this meeting, I want all of you to answer the paper that miss Ridha will give it to you”.

Students : “Ok ma’am”.

The teacher asked the researcher to share the questionnaires papers, then the students answered the questionnaire paper.

Teacher : “Well students have you finished to answer the questionnaire paper?”.

Students : “Finish ma’am”.

Teacher : “If finish please collects it to me. Well students because the time is up, so I will close this meeting. Thank you very much for today and see you next meeting”.

Students : “Your welcome ma’am. See you”.

Finally, the teacher ended the lesson and the teacher went out from the class.

At the first meeting and second meetings explained that the implementation of think-talk-write strategy was carried out well. Students learn in new atmosphere and look very enthusiastic.

4.1.2 The Students’ perceptions of Think-Talk-Write Strategy in Teaching Writing Descriptive Text.

To find out how far the students’ perceptions after using think-talk-write strategy in class, the researcher distributed the questions and the students must answer it based on what they have felt and thought during learning writing of descriptive text through think-talk-write strategy by giving questionnaire of “Yes or No” in agree or disagree column. The indicators of questionnaire were :

- a) Number 1-3 dealt with the students’ perceptions in learning English in writing descriptive text.
- b) Number 4-9 dealt with the students’ perceptions after using think-talk-write strategy in writing descriptive text.

After giving the questionnaire, the researcher analyzed every number of questions one by one, to make more detailed result to measure the students’ response.

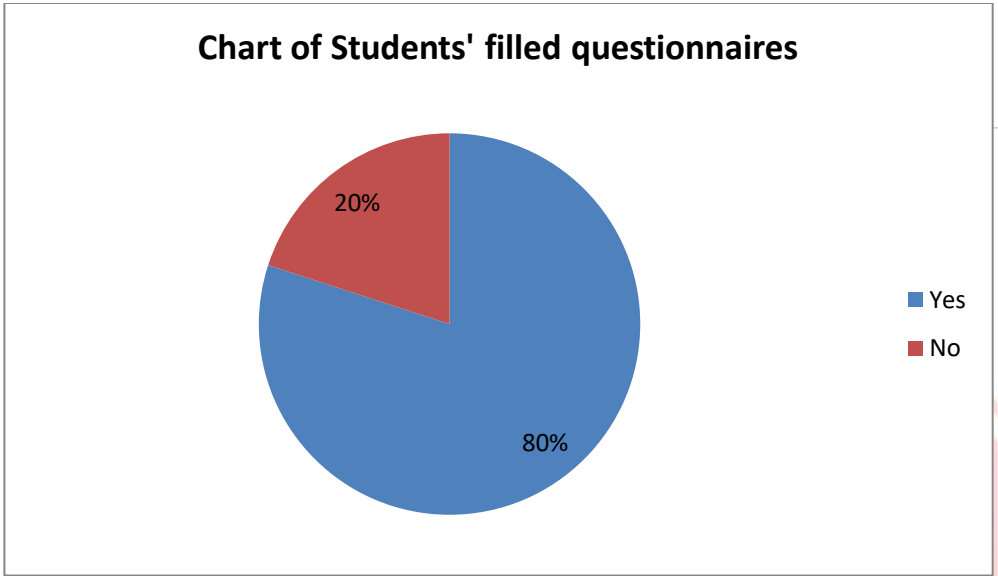
Table 4.1.3 Questionnaires For Students

QUESTIONS	YES	NO
1. Do you like English writing?		
2. Do you know how to make paragraph writing?		
3. Are you interested in learning writing descriptive text?		
4. Do you know descriptive text?		
5. Do you know the generic structure of descriptive text?		
6. Do you know grammar used in descriptive text?		
7. Do you know what TTW stands for?		
8. Do you know the steps of TTW?		
9. Do you like the implementation of TTW strategy in writing descriptive text.		
TOTAL		

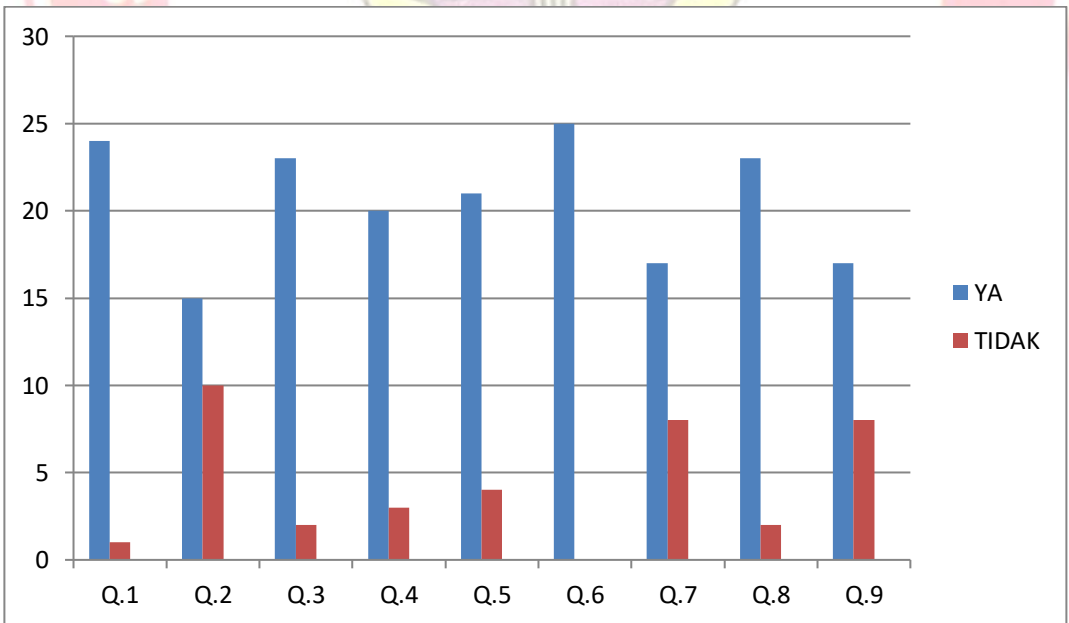
Table 4.1.4 Filled Questionnaires Results by Students

Questions	Yes	No	Percentage yes	Percentage No	Total
1	24	1	96%	4%	25
2	15	10	60%	40%	25
3	23	2	92%	8%	25
4	20	5	80%	20%	25
5	21	4	81%	16%	25
6	25	0	100%	0	25
7	17	8	68%	32%	25

8	23	2	92%	8%	25
9	17	8	68%	32%	25



4.1.5 Chart of the 1 students' filed questionnaire



4.1.6. Chart of YES & NO students' answers in questionnaires

Based on the chart picture above the students' perceptions to number one are 96% students like The English lesson and 4% students did not like the English lesson. The students' perceptions to number two are 60% students like writing activity and 40% students do not like writing activity. The students' perceptions to number three are 92% students interesting in learning descriptive text and 8% students are not interesting in learning descriptive text. The students' perceptions to number four are 80% students interesting in think-talk-write strategy and 20% students are not interesting in think-talk-write strategy. The students' perceptions to number five are 81% students agree that think-talk-write strategy suitable learning descriptive text. The students' perceptions to number six are 100% students understanding the material after using think-talk-write strategy. The students' perceptions to number seven are 68% students able to make some sentences after using think-talk-write strategy and 32% students are not able to make sentences after using think-talk-write strategy.

The students' perceptions to number eight are 92% students agree that the teacher give the chance to express the students' idea. And the last one the The students' perceptions to number nine are 68%, students agree that the implementation of think-talk-write strategy help their writing skill and 32% do not agree that the implementation of think-talk-write strategy help their writing skill.

4.2 Discussion

In this section, the researcher discussed the process of teaching writing through think-talk-write strategy. Based on the result of the data, there were two meetings in doing the observation. The first meeting, the teacher just gave the explanation about descriptive text, generic structure, and how to write in descriptive text and the teacher gave the students assignment.

In meeting two, the teacher applied the think-talk-write strategy in teaching writing descriptive text. In the meeting two, there was better response when the students did the assignment using think-talk-write strategy and making the text. The students more understand the material after using think-talk-write strategy. The response of the students in writing descriptive text by using think-talk-write strategy was supported the previous research from wiyaka (2013) which entitled TTW (Think-Talk-Write) as strategy to improve students' ability in teaching writing descriptive text: a case tenth grade students of MAN Demak 2012/2013). This research identifies whether the TTW (Think-Talk-Write) strategy is more effective than direct instruction in teaching writing for the tenth grade students of MAN Demak. She took the data from the tenth grade students of X-5 class and X-1 class as the sample of the research. The X-5 class was as an experimental class and class X-1 was as a control class. Each class consisted of 40 students. The result of this research showed that the students who were taught using TTW (Think-Talk-Write) technique had better writing skill than those who were taught using direct instruction, the students who had high intelligence had better writing skill than those who had low intelligence and

there was no interaction between teaching techniques and students' intelligence in teaching writing.

The students were interesting in learning writing text using think-talk-write strategy. The students looked so serious and curious about think-talk-write strategy.

The students looked so excited about think-talk-write strategy. The teacher gave definition about think-talk-write strategy. The finding of the research also conducted with the theory of Huinker and Laughlin in Zulkarnaini (2011), The (Think-Talk-Write) strategy builds in time for thought and reflection and for organization of ideas and testing of those ideas before students are expected to write. (Think-Talk-Write) strategy is a useful way to use in writing. Because of the (Think-Talk-Write), the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improve their skill in the language. (Think-Talk-Write) strategy is also an active learning strategy. It means students to be active in the classroom because in the language class the students must be active to explanation or just becoming a good listener.

All of the students felt happy and active in joining writing class and did not feel bored with the material. Teaching writing through think-talk-write strategy is suitable for the students in learning writing skill. It could be seen from The students' perceptions in questionnaire. It described that The students' perceptions to number five are 81% students were suitable in learning writing by using think-talk-write strategy and 19% students who are not suitable in learning writing by think-talk-write strategy. It meant many students more suitable in learning writing by using think-

talk-write strategy than the students who are not suitable in learning writing by using think-talk-write strategy.

From the explanation above, it can be concluded think-talk-write strategy is well implemented to be used in teaching descriptive text process because it can make the students to be active and made the students enjoy, happy, enthusiastic, could make the sentences easier.



