

CHAPTER 1

INTRODUCTION

This chapter discusses the research's background, questions, purpose, significance, theoretical framework, and previous studies. The background research question and purpose are discussed in this chapter, providing a theoretical framework for the research. It emphasizes the importance of the study and provides a conceptual framework. The chapter concludes with a summary of the previous research.

A. Background

Writing is organizing thoughts and opinions into short paragraphs or basic sentences. It can also be used to convey stories that are not true or products of our minds. Compared to other language skills, writing is different. In listening and reading, the students get hold of a message formulated through another. Meanwhile, in speaking, the students talk about their thoughts and feelings occasionally, including those of an interlocutor, so there are collocations among them in conversation. Writing is frequently helpful as preparation for other activities, mainly when students write sentences as a preamble to discussion activities. Speaking often involves more immediate feedback interaction, whereas writing allows students to present their ideas more thoroughly and with greater detail.

According to Harmer (2004), writing skills are often needed to measure knowledge in most exams, whether they are testing for foreign language abilities or other skills. Writing is one of the language skills in English, and it is one activity that students should do most in their studies. Through writing assignments, the students can express their ideas, respond to other ideas, tell stories, and convey information, and they are expected to be able to compose

well-organized pieces of writing. Writing is the skill to express ideas, feelings, opinions, and others in written form. It has a purpose not only for media but also for giving information. Junior High School students in Indonesia are taught a variety of text forms, each with distinct social functions, schematic structures, and language qualities. Among these, descriptive text is taught to eighth-grade students.

Descriptive text is one type of text that junior high school students are taught in the eighth grade. Rachmat (2009:14) states that descriptive text is used in all kinds of writing to give the reader a vivid impression of a person, place, object, or event. Examples include describing a particular place and why it is unique, explaining the most significant person in your life, or describing an animal's habitat in your report. Teaching writing, particularly descriptive writing, requires a thoughtful evaluation of instructional methods that engage students in a meaningful and productive manner. Many Students in junior high school have difficulty writing English. Based on preliminary research conducted through an interview with one of the English teachers at Islamic Junior High School in Ciamis, students need help with English writing. Most of the students were asked to write descriptive text on their own, but they faced some difficulties in writing descriptive text because they just listened and wrote the materials. They should memorize the vocabulary without knowing how to write it in a sentence. When the English teacher gave the exercises, the students were still confused.

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Students write to complete assignments, not necessarily to improve their writing skills, often focusing more on finishing the task than on developing their ability to express ideas effectively. Students are uninterested in writing since they have yet to learn what they want to write. When the students were assigned the task of writing a descriptive text, they wrote the answers they gave without thinking first. They had difficulties choosing appropriate words, arranging sentences, grammar, and connecting the ideas into good sentences or text. Besides, it can also happen due to some problems like students' low vocabulary, not being interested in writing materials, feeling confused, and having difficulty understanding the language features of the text.

One method suitable for teaching writing is Think, Talk, and Write (TTW). Huinker and Laughlin (1996: 82) state that the Think Talk Write method encourages students to engage in critical thinking, conceptual development, idea organization, and assessment during group discussions before writing. According to Silver and Smith in Yamin and Ansari, the series should be followed to set up the TTW strategy. 1). The English teacher divides the classroom into several groups. One group consisted of 4-6 students. 2). The English Teacher elaborates on the content. 3). The English teacher gives the students a topic, and then the students discuss the topic. 4). Students look for ideas that fit with the topic and then make small notes about it individually (think); this step aims to make the students develop their thoughts or ideas. 5). Next, students' notes will be discussed with their group (talk). Each student will share their notes in this step to collect their ideas. Each student has about 2 minutes to talk their notes in the group. 6) The next step is the conclusion. The students concluded that the result of their discussion was a paragraph using their own words (write). 7). In the final activity, the students write down the paragraph they made on a paper.

By using the Think Talk Write (TTW) strategy, students can think to find ideas (think), then discuss with friends (talk), and write the results of discussions (write). So, this method can help students to have broad ideas, find lots of vocabulary, and make students more confident in arranging paragraphs with correct grammar in writing descriptive texts.

Previous studies have examined using the Think, Talk, and Write (TTW) method to improve students' writing skills as their research topic.

The first study by Meistika, Nisa Dwiyan (2020) The research discusses enhancing Announcement text writing: the effectiveness of the Think-Talk-Write strategy to tenth-year students at SMAN 1 Tegal. The research aimed to explore how the TTW strategy was implemented and its effectiveness in helping students improve their writing skills. The findings revealed that the TTW strategy was successfully applied, allowing students to more easily generate ideas and connect sentences. The strategy enabled students to broaden their ability to explain their ideas more clearly, making the writing process more practical and engaging. This shows that the TTW strategy is effective in teaching students to write announcement text by fostering creativity and improving writing coherence.

A second study by Khairani, Adelya (2020) The research discusses The Implementation of the Think Talk Write Strategy to Improve Students' Writing Skills in Descriptive Text at VIII Grade Students of MTs Negeri 4 Langkat Year 2019/2020. The research seeks to examine how the TTW strategy affects students' writing skills in descriptive text and how these improvements can be achieved. The findings reveal that students initially struggled with writing descriptive texts and often felt bored during lessons. While they could speak, they had difficulty understanding the text, which negatively impacted their

writing skills. However, after implementing the TTW strategy, students became more engaged and active in learning, leading to improvements in their ability to write descriptive texts.

The third research by Belangi Etek Sri (2019), this study aims to The Effect of the Think-Talk-Write (T-T-W) Strategy on Students' Writing Descriptive Text Ability (A Quasi-experimental Study in the Seventh Grade of SMPN 87 in Academic Year 2018/2019). Through a quasi-experimental design, the study measured the effectiveness of this strategy in enhancing students' writing abilities. The findings revealed that the implementation of the Think-Talk-Write strategy had a moderate effect on improving students' descriptive writing skills. Although the strategy did not lead to a dramatic transformation, it was still found to be beneficial in helping students organize their thoughts and improve their writing process. The study highlights the potential of the T-T-W strategy as a useful tool for improving descriptive writing.

To sum up, this study differs from those mentioned previously. The prior research focused on the Think Talk Write strategy in teaching to write announcement text for tenth-year students, using the CAR method (classroom actions research) and a pre-experimental design. The current study differs from the previous study due to the area of research, using a different method, quasi-experimental methods, and different treatment methods. Similar to the above research, this study examined the Think Talk Write method in improving students writing skills.

Based on the explanation above, the writer will conduct research entitled 'The Effectiveness of the Think Talk Write Method to Improve Students' Writing in Descriptive Text in one of the Islamic Junior high schools in Ciamis. Implementing the Think Talk Write approach in writing instruction may increase

student motivation and foster collaborative engagement. The researcher's interest is based on the above description, “The Effectiveness of Think Talk and Write (TTW) To Improve Students Writing Descriptive Text: A Quasi-Experimental Study of The Eighth Grade Students of Islamic Junior High School Al Hasan. The research results are expected to have theoretical and practical benefits. One strategy that can be employed to improve students' writing skills is the think-talk-write method. Due to their familiarity with group projects and cooperative learning, students can benefit from this method when it comes to writing. If students collaborate, they will feel more at ease. They can reflect on their knowledge and share it with the group. When the group has finished discussing it, they can finally write it on paper.

B. Research Questions

The research questions are derived from the background of the research and focus on the following aspects:

1. What are the student's writing descriptive using the Think Talk Write Method?
2. What are the student's writing descriptive using the Conventional method?
3. Is there a significant difference in students' writing of descriptive text between the Think-Talk-Write (TTW) method and the Conventional method?

C. Research Purpose

The following research purposes are formulated based on the research questions of the research:

1. To find out the student's writing descriptive using the Think Talk writing method.

2. To determine the student's writing descriptive using the Conventional method method.
3. To determine the significant difference in students' writing descriptive between the Think-Talk-Write (TTW) method and the Conventional method.

D. Research Significances

This research is significant because the result of this study would be helpful for the next researcher and the teachers in general.

1. Theoretically

The results of this study are anticipated to provide evidence supporting the theory regarding the think-talk-write method, which is supposed to enhance students' writing proficiency.

2. Practically

The study provides several implications for different groups. **For the students**, the Think-Talk-Write (TTW) method can help improve their writing skills in the classroom, encouraging them to enhance and develop their writing abilities. **For the teachers**, the findings are expected to assist English teachers at Islamic Junior High School Al Hasan in refining their teaching strategies for writing skills. Teachers should be equipped with various effective methods to support students' writing development. **For the researcher**, the study aims to raise awareness about the effectiveness of the TTW method in improving students' writing skills during teaching and learning processes. **For future research**, the study's findings suggest that the TTW method is beneficial for enhancing students' writing skills and can serve as a foundation for further investigations in different contexts, samples, or educational settings.

E. Conceptual Framework

According to Harmer (2004), most tests require writing proficiency to assess knowledge, regardless of whether it is a foreign language or another skill. Writing is organizing thoughts and opinions into short paragraphs or basic sentences. It can also convey stories that are not true or products of our minds. Additionally, students may struggle to generate ideas and organize their work. The challenge with creating ideas can be apparent because students spend a lot of time thinking about and brainstorming ideas. Additionally, vocabulary and word selection are crucial for expressing meaning. The students are unable to pronounce the word in English. Students often interpret words using Indonesian-style English. Students lack grammar skills, especially when writing descriptive text.

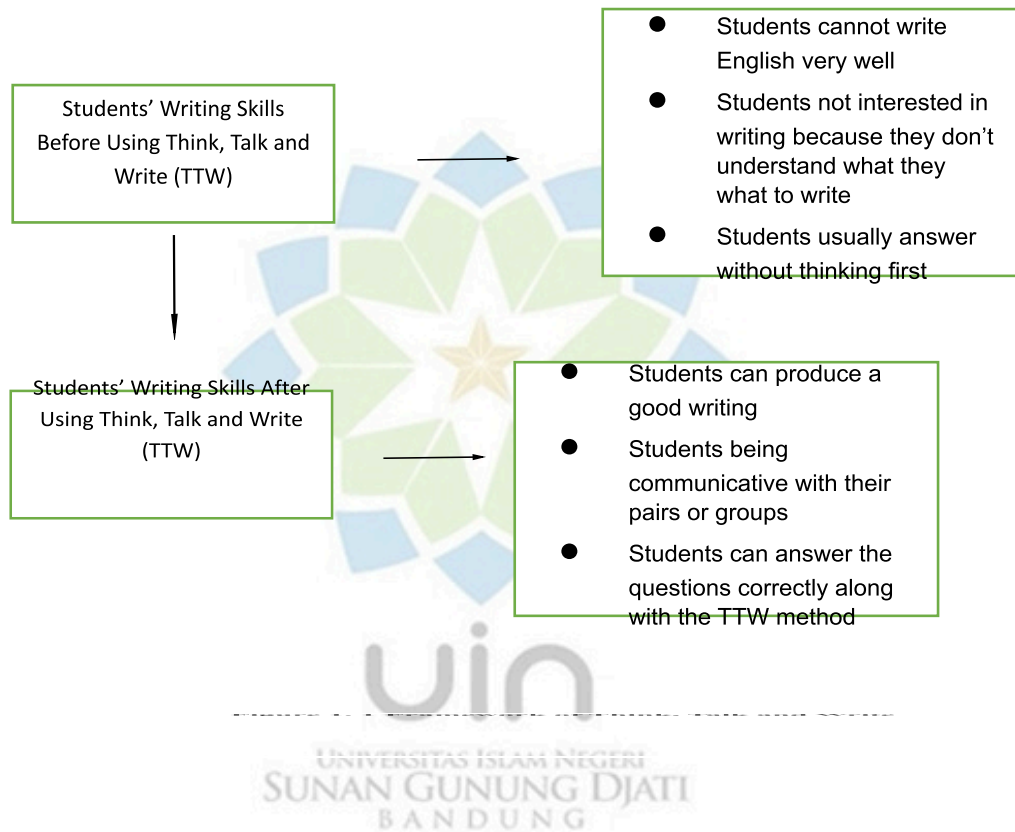
According to Fawcett and Sandberg (1984), descriptive is a text that describes something, an individual, a scene, or an object in words so others can picture it. Descriptive text provides readers with helpful information to help them visualize the material. Additionally, it provides readers with information about reality, people, places, or objects from the character's perspective. The students should master the generic structure before writing a descriptive text. It makes it less complicated for students to set the phrase into a good sentence within the descriptive text. The structure of descriptive text follows a few particular degrees: the beginning, middle, and last of the text. Rovikasari, Suparno & Supriyadi (2019) stated that teaching writing as an English as a Foreign Language (EFL) teacher is challenging. For instance, there is a lack of motivation, vocabulary, language use, organization, and feedback as a reflection for students' writing assignments related to different students' experiences when they write the assignments. Since teachers must follow specific processes and rules to teach writing in the classroom, teaching writing presents unique problems. Teachers who desire to teach writing

effectively must be aware of the necessary processes and abilities. This perspective regards writing as an occupation, a skill that can be acquired with dedication and hard work, instead of an intrinsic talent or unconscious habit.

Therefore, one method suitable for teaching writing is Think, Talk, and Write (TTW). Talk and Write, Think-Talk-Write is a method introduced by Huinker and Laughlin in Yamin and Ansari (2009:84); this method is built through thinking, speaking, and writing. The TTW (Think-Talk-Write) process begins with students reflecting or discussing with themselves following reading. Afterward, they interact verbally and discuss ideas with other students before proceeding to the writing phase. The effectiveness of this environment is enhanced in heterogeneous groups consisting of 3-5 students. The students were instructed to engage in various activities, including reading, taking concise notes, providing explanations, actively listening, and exchanging ideas with other students. The think-talk-write (TTW) method is expected to enhance problem-solving skills. According to Yamin and Ansari (2008:85), ThinkTalk-Write (TTW) is a learning approach designed to improve students' comprehension skills. This technique encourages students to participate actively in the teaching and learning process.

The method has the advantage of making the record a crucial component of the educational environment. The activity "think" appears during the reading process of a text related to the subject matter and invites students to write notes regarding the readings they have done. We will read the notes. Explain what their group discussed. This can be mentioned to the students during the "talk" exercise. Once students have completed debating in their groups, they will write a text to convey their discussion's findings. Writing can assess students' comprehension of the content they have learned

and assist them in realizing one of the learning objectives. This is the "write" assignment for the learners.



F. Hypothesis

Hypothesis, according to Creswell (2012, p. 111), defines a hypothesis as a prediction regarding the outcome of a study based on the examination of the relationship between variables. The research formulated hypotheses in the form of a null hypothesis (H_0) and an alternative hypothesis (H_a). Thus, the investigation was based on the following hypotheses:

1. Null Hypothesis (H_0): There Is no significant difference before and after using Think Talk and Write in developing students writing descriptive text.

2. Alternative Hypothesis (Ha): There is a significant difference in the development of students' writing descriptive text before and after using Think, Talk, and Write.

G. Previous Studies

The researcher uses reviews from other studies that investigated relevant topics when completing this research.

The first study was conducted by Fitri Annisa, Supriusman, and Masyhur (2025) on the title The Effect of Think, Talk, Write (TTW) Strategy on the Writing Descriptive Text Ability of SMK Students. The research employed a quasi-experimental design involving an experimental group and a control group. The experimental group was taught using the Think-Talk-Write (TTW) strategy, while the control group was taught using the conventional method. Both groups were given pre-tests and post-tests to measure students' writing performance. The data were analyzed quantitatively using an independent sample t-test. The result showed that the experimental class experienced a significant improvement from the pre-test to the post-test. The average score of the experimental group was 87.17, which was categorized as very good, while the control group obtained an average score of 76.25, which was categorized as good. Furthermore, the result of the independent sample t-test indicated that there was a statistically significant difference between the two groups, where the p-value (sig. 2-tailed) was < 0.001 , which is lower than the significance level of 0.05. This means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, it can be concluded that the Think-Talk-Write (TTW) strategy had a significant effect on students' writing of descriptive text.

The second study was conducted by Nuriah, Riandi, and Rizdki Elang Gumelar on the title *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 study aimed to investigate the effect of the Think-Talk-Write (TTW) strategy on students' writing of descriptive text. The research employed a quantitative approach with a quasi-experimental design involving an experimental group and a control group. The experimental group was taught using the Think-Talk-Write (TTW) strategy, while the control group was taught using the conventional method. Both groups were given pre-tests and post-tests to measure students' writing performance. The data were analyzed using a t-test. The result showed that the mean score of the experimental group in the post-test was 64.90, while the control group obtained a mean score of 63.43. Furthermore, the result of the t-test indicated that there was a significant difference between the two groups, where the p-value was 0.000, which is lower than the significance level of 0.05. This means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, it can be concluded that the Think-Talk-Write (TTW) strategy had a significant effect on students' writing of descriptive text.

The third one was conducted by Margareta, Lise (2021), titled *The effect of think-talk-write (TTW) strategy on students' writing ability in the descriptive text at eighth-grade students of Smpn 12 Seluma*. This research applied Strategy to those who were not. The population of the study was students in the eighth grade of SMP Negeri 12 Seluma. The research method was a quasi-experimental study conducted in two classes: experimental class (VIII-A) and control class (VIII B) as samples. The data showed that the experimental class students could improve their writing ability significantly more than those of the control class students. It can be seen that the mean

score of the post-test in the experimental class was 78.21, which was higher than the mean score of the post-test in the control class, which was 59.80. The hypothesis test using independent samples t-test showed the significance of the t value sig. (2-tailed) 0.000 was lower than t table 0.05. If the t value is lower than the t table, it means H_a accepted, and H_o rejected. This means H_a (alternative hypothesis) was accepted, and H_o (null hypothesis) was rejected because of sig. (2-tailed) $0.000 < 0.05$. So, it can be concluded that there is a significant difference in students' results scores in the experimental between control classes. The researchers indicate that the TTW Technique effectively improves students' writing skills on the descriptive text for eighth-grade students of Smpn 12 Seluma.

To sum up, this study differs from the previous ones. The prior research focused on the Think Talk Write strategy combined with Mind Mapping, the CAR method (classroom actions research), and a pre-experimental design. The current study differs from the previous study due to the area of research, using a different method, quasi-experimental methods, and different treatment methods. Similar to the above research, this study examined the Think Talk Write method in improving students writing skills.