

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language is a way of man to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations and feelings by spoken, written and from body language. Language plays an important role in human life. There are so many languages in the world such as French, Spanish, Portuguese, Rematch, Japanese, Mandarin, German, English and etc.

English is an international language. English becomes as an international language because English is used by more than 300 million people in the world. Nowadays, English is like a symbol of aspiration for quality and education and a full participation in national and international life. English is needed in many conditions like in workplaces, products, travels, publics, educations, etc. Finally, English is uttered in many countries includes Indonesia.

English is a foreign language in Indonesia. It is happened because colonialism and imperialism era in Indonesia brought English. In that era, mass media as a communication tool used English. That is why English is important to learn and teach in Indonesia. English is teaching legally since 1967 in Indonesia. Teaching English is impacting the politic, economic, education, and curriculum. It has been tough to students in Indonesia from elementary school up to the university level now. The students are expected to be able to master four language skills namely: listening, speaking, reading and writing.

Writing is a process of transforming thought into written form. Process of writing is a way of looking at what people do when they compose a written text.

Writing is also a way to express people's thought into a text. There are so many idea that people think but not all of people could express it by using written form briefly. There are so many kinds of genre in writing they are narrative, descriptive, argumentative, procedure, etc. The genre of writing that students should be learn is descriptive.

As the writer's experience in Teaching Training Practice (PPL 2013) in Junior High School, the students got low score in writing. They are low in vocabulary, grammar and punctuation. When taught the students, the teacher used a method to teach English. Firstly, he began to teach by asking the students to remind the material from the last meeting. Then, he asked them to do the task and discuss it together. As long taught writing materials the teacher tough a little. After that, he asked the students to read a text by turns and write their own text.

Strategies of teaching are created to help teachers in teaching in the classroom. Especially in teaching writing, there are so many strategies that teachers could apply, namely: Total Psychal Respones, TPR Storytelling, Read-Talk-Write, Think-Talk-Write, etc.

Think-Talk-Write is the strategy the writer applied to do the study. According to Maulidah (2013, vol.1 no.1) this strategy is very effective in the beginning levels of language proficiency. The think-talk-write strategy builds in time for tough and reflection and for the organization of ideas and the testing of those ideas before students are expected to write.

Based on the explanation above, the writer would like to conduct a study entitled “Improving writing skill through think-talk-write strategy of second year students of SMA Swasta Pembangunan Galang.”

1.2 The Problem of the Study

Related to the background of the study, the problem of the study is formulated as follows:

“Does Think-Talk-Write (TTW) Strategy significantly improve writing skill of second year student of SMA Swasta Pembangunan Galang?”

1.3 The Objective of the Study

The objective of the study is to find out whether Think-Talk-Write (TTW) Strategy significantly improves writing skill of second year students of SMA Swasta Pembangunan Galang.

1.4 The Scope of the Study

There are so many kinds of strategy in teaching writing, but the writer will focus on Think-Talk-Write (TTW) Strategy according to Maulidah “Think-Talk-Write strategy encourages the students to think, talk, and write based on the particular topic.” to improve writing skill of second year of SMA Pembangunan Galang particularly in the instruction that tell someone how to write a text by thinking, talking and writing descriptive.

1.5 The Significances of the Study

After completing this study, it is expected that findings of the study will be useful for

- a) Writer, to be understanding about the theory of the Think-Talk-Write (TTW) Strategy in teaching writing.
- b) Teachers of English subject, to enrich the theory of teaching and apply the Think-Talk-Write (TTW) Strategy in teaching writing, and
- c) Students of English Department, to get a reference in doing a research related with this study about apply the Think-Talk-Write (TTW) Strategy in teaching writing.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

A research is a systematic way to finding answers to a research problem. A research is considered as a scientific way to discover new fact to get additional information. It is important to clarify all terms that related to this study. It prevents possible miss understanding between the writer and the reader.

2.1.1 Language

Language is an unlimited things to define Language has so many definition in the world. It is based on the people's understanding and point of view. These are the definition of language according to some authors. Because of that reason, people have their own definition about it. Sharma (2008:7) states “ language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.” According to Brown (2007:6) stated definition of language is acquired by all people in much the same way ; language and language learning both have universal characteristic.

Wikipedia (2000) said language is the human capacity for acquiring and using complex systems of communication, and a language is any specific example of such a system. Dictionary.com state language the system of linguistics signs or symbols considered in the abstract. Based on the explanations above the writer

defines language as the capacity of human to communicate their thought by signs and symbols.

2.1.2 English

English as an international language also has its own definition in each country. It makes some authors define English as the needs of the particular place. Ali H (2012:1) English is the most important language in the world. It is an important thing in the human's daily life because English becomes one of the languages that are understood by the people from all over the world, so they who can use the language feel no worry that the other people will not know it.

Wikipedia (2003) English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. English is defined as the language spoken by people of England and the United States (yourdictionarydefinition:2014).

2.1.3 Writing

Writing as one of the fundamental skills in language has its definitions in different places. According to Harmer (2004:33) "writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities". It gives students time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books, and other reference material to help them in writing.

Susanto (2007:1) defines that writing as a process of expressing ideas or thoughts in words should be done at leisure. How can we do something that we do

not enjoy. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Moreover, Nunan (2003:88) states that Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. Writer must choose the best form for their writing-shopping list, notes, a scholar article a novel, poetry. Each of these types of writing has a different level of complex, depending on its purposes. And writing is also as a process and a product. The writer imagines, organizes, drafts, edits and rereads the writing text. This product of writing is often cyclical and sometimes disorder.

Gunther Kress (2005:8) said writing is still the most important means of access to the past repository of knowledge of literate. It is important to be learnt in learning language. Writing is letters or symbols written or imprinted on a surface to represent the sounds of a language. It is the activity of putting something in written form (wordnet.princeton.edu/perl/webin). Writing plays an important role in life to express ideas, feeling, desires, and to convey information. Stott and Avery (2001:235) state writing is one way of making meaning from experience for ourselves and for other. Good writing begins with understand how to construct and use effective sentences and paragraphs.

Writing is not as simple as imagined. Knapp and Watkins (2005:15) state writing is an inscription. It is language in spatial medium. Amato and Snow (2005) state that one of the best ways to help students grasp the complex language

and structure of text book is through writing. Writing increases student' understanding of text structure because it causes them to think like writers. Writing helps students to think about text ideas carefully and analytically. Based on the quotations above, it can be concluded that writing is a process of expressing thoughts an idea in words. Writing is a mental work of the inventing ideas, thinking about how to express ideas and organizing ideas into a good paragraph. Writing conveys aims of writer. It should be organized effectively. Writing should communicate its idea clearly, precisely and unambiguously. It is dedicated to the reader.

Process of Writing

To create a good paragraph of writing, someone not only needs a good idea or thoughts to complete his or her writing but also more than just an idea and the process of writing considers the value of writing. A good writing must be able to express their ideas directionally because writing is not only about what we want to write but it is how we write.

In writing we also must do some revision. It is not only correcting errors or cleaning up a manuscript, not just confined the end of the writing process. In revising the writer usually add and delete some material but also rearrange material in their text to make their meaning clear to their readers.

The writer must check for what he or she has written. The writer must consider the content, the words and its organization. Then the writer must also able to draft his or her writing; about how the idea, how the writer translate the

idea into words and the last how the writer create the final draft, it is a text that expresses the writer's meaning and intention to his readers as fully as possible.

David (2003: 96) states the process of writing are:

1. Inventing

Inventing is instructor between providing students a topic for writing and allowing students to formulate their own topics. Whichever the writer decide upon, students will have to come up with ideas to use in their assignment. These ideas will not come fully formed, so it is helpful to provide activities that allow them to think on paper.

2. Drafting, feedback, and revising

After the students have developed their topics and ideas, it is time for them to write their first draft. And students should be reminded that at this point, they need to focus on the development of ideas and the organization of those ideas more than development of perfect grammar, punctuation, or spelling. After the draft, the instructor can also utilize peer feedback. Students exchange papers and provide each other with comments on the paper's contents. Then, students have received feedback they begin the process of revising their papers. Note that students often mistake the idea of revision with correcting mistakes. So, the writer spends time talking about the process reorganization, developing ideas, and as separate from editing for grammar or spelling.

3. Proofreading and Editing

Students read mistaken to evaluate in mistake spelling, grammar, punctuation and so forth. They can help each other to proofread and edit, although the instructor should keep his or her involvement to a minimum. In developing independent writers, it is important that students learn to proofread and edit on their own as much as possible

2.4.2 The Purpose of Writing

The purposes of writing are :

1. To give relaxation and give a subject about some problems, folktale or interesting things/bad things in the past
2. To give information about some town or recreation places
3. To give illustration about how make something or doing something
4. To give information about interesting things in the last
5. To carry on the opinion/ arguments about something.

As a purpose of writing that can make a student more interesting to write in their daily activity that can make easy in writing.

2.4.3 Writing Skill

Writing skills are an important part of communication. Good writing skills allow the students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

According to Hyland (2002:24), good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. When students learn how to write, they can put their thoughts down in a journal, write a letter to a friend, and create a story that comes from their imagination. While there are basic rules and formats to follow when learning how to write, writing can also be creative and imaginative. They can compose more extensive pieces where they have a chance to write it, read, review and revise it.

Good writing is the result of much practice and hard work. This fact should encourage students: it means that the ability to write well is not a gift that some students are born with, not a privilege extended to only a few. If students will get a work, they can improve their writing. The regular practice will make them a better writer. As they sharpen their skills, they will gain confidence and enjoy writing more than they did before. Not only is writing an important academic skill, but it is also an important skill that translates into any career field. Nearly all professions require some form of writing on the job.

2.5 Teaching Writing

Teaching writing is a big challenge for teachers. They must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing.

Harmer (2004:11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing

focused on the written product rather than on the writing process. In other words, the students' attention was directed to what rather than how of text construction.

As teacher, he should encourage and guide the students to explore and develop their creativity in writing. A teacher also gives freedom to students to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully. In giving material for teaching, teachers must recognize the instruction given. Writing instruction include real-life and interactive tasks.

2.6 Genres of Writing

Genre is kind of text which is describes the general of the text. There are some kinds of reading text such as: narrative, recount, procedure, report, descriptive, spoof, anecdote, etc. The effectiveness of writing genre can be formed in two three ways, they are: knowing the purpose of the writing, the good arrangement of text element, and the good grammatical structure.

Hyland (2009:15) says that genre is recognized as types of communicative action to participate in any social events. Besides that, Pardiyono (2007:31) describes that there are some importance of learning Genre in Writing, they are:

1. Genre serves as the frame of reference in which particular task to be oriental.
2. It is closely tied with the discussion of communicative purpose (intention) and conventionalized format (rhetorical structure) of a text and linguistic realization
3. Thus, it provides a reference for a particular communicative purpose to

achieve stages of the rhetorical structure to cover and linguistic features to stick, by which the reader's expectation can be met effectively.

It provides framework that recognize and share the same features among the people in the related field. It immediates that the interrelationship between texts, writers and readers.

From the explanations above, they can be concluded that genre is some kinds of type of text have the grammatical purpose on the writer in particular social context.

2.7 Types of Genre

Genre can be recognized from three rhetorical structures. They are social function, generic structure, and lexicogrammatical features. Genres differ in terms of their social purposes for which members of a culture interact. They also differ with respects to the stages or schematic structure through which the social processes are achieved. According to Pardiyono (2007:17-313), there are twelve types of genre, they are:

1. Description

Description is a type writing which describes something in detail in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event.

2. Recount

Recount is text which tells somebody about something especially that he/she has experience of a series of related events.

3. Procedure

Procedure is a text which explained about how is the process should be done in a sequent step.

4. Narrative

Narrative is a type of writing which tells an event or process chronologically in a certain time.

5. News Item

News Item is for informing newsworthy events of the day and other natural phenomena.

6. Anecdote

Anecdote is for sharing with others an account of unusual or amusing event

7. Explanation

Explanation is to describe the process involved in the information or working of an object or phenomena (explaining a process of information)

8. Discussion

Discussion is for offering viewpoints related to some socio-economic problems.

9. Exposition

Exposition is to carry on an arguments or opinions about something things (for exposing arguments or opinions).

10. Report

Report is for providing information about natural or non natural phenomena.

11. Review

Review is for evaluating the quality of books and other works of art

12. Spoof

A spoof is known as a narrative text. It narrates a series of events.

It introduces a number of characters.

2.1.1.2 Descriptive Writing

The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. Siahaan and Shinoda (2007:85) state that description is a written English text and which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. The purpose of description is to describe parts, qualities, and characteristics of the part of the object. Siahaan and Shinoda (2007:87) state the social function of description is to describe a particular person, place or thing. There are two components in a descriptive text they are identification and description by which a writer describes.

Descriptive enables the categorizations or classification of an almost infinite range of experiences, observations and interactions into a system that orders them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive, recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of narrative

texts providing the means for developing characterisation, sense of place and key themes. Students describes when they are talking or writing about a picture, writing about a character or place in a story and reporting on something.

2.1.1.3 The Structure of the Descriptive Writing

Descriptive writing is concerned with telling someone about a human and non human things' attitude and form. For this reason, descriptive text generally begins with a thing will be described, which is usually stated as a heading; for example: "Rafflesia Arnoldi" or "The Land of Ancient Egypt". Following this stage, a set of characteristics of a human or non human thing to complete the task will often be presented in the order of use. Descriptive text is divide into four parts, they are; introduction, thesis statement, body paragraphs and conclusion.

a) Introduction

There are a variety of ways to introduce your topic. You can begin with an impression that conceals your subject. For instance, if you are describing a fireworks display, you could write, "There were so many bright colours and loud bangs I thought we were being attacked." Alternatively, begin with a more conventional description provides an overview of the topic, such as, "The fireworks display I attended last July was one of the best I have ever seen."

b) Thesis Statement

Every essay, even a descriptive one, should contain a thesis statement, which summarizes your argument, whatever that may be. It should be contained somewhere in your introduction, and usually at the end. In particular, if you begin your essay with some startling impressions, your thesis statement should clarify

what your essay is about and show how you will approach the subject. In the fireworks example, a good thesis statement could read, "The fireworks display stimulated my eyes, my ears and my sense of excitement."

c) Body Paragraphs

Your descriptive essay should contain at least three body paragraphs. Each of these should describe a different aspect of the subject under consideration. You can divide them up, for instance, by different senses if a subject stimulates your vision, hearing and taste. Alternatively, you can use your body paragraphs to divide up your subject. For example, a description of a baseball game could be broken up into the hitting, the defence and the final outcome.

d) Conclusion

A descriptive essay should end with the conclusion. The conclusion is there to wrap up the description and provide final thoughts. You might also use it to summarize your overall feelings about your encounter with the subject and to speculate on future experiences. In the fireworks example, a conclusion could recap your experiences at the display, talk about why you think it was so exciting and anticipate another fireworks show next July.

2.1.1.4 Grammatical Features of Descriptive

Descriptive writing is a genre of essay that asks the students to describe someone or something. It also has its grammatical features like the other genre.

Knapp and Watkins (2005) state there are some grammatical features of descriptives such as:

1) Verbs

The example uses the relational verb *is* for the classification and *have/has* for describing attributes. When describing behaviours, the writer has used action verbs (*lays, lives*).

2) Theme

In the first sentence of behaviours paragraph the writer has used the modal auxiliary (*can*), not express probability, but to express the object's ability.

3) Reference

As a grammatical term, refers to the way in which established information is introduced, maintained and expanded upon in a text.

4) Adjectives

Adjectives are the grammatical class that tend to carry much of responsibility for describing. Of course all lexical items for example , nouns, verbs, adjectives and some adverbs.

2.1.3 Think Talk Write Strategy

According to Maulidah (2013:46) Think-Talk-Write Strategy (TTW) is a strategy that facilitating the exercise of language both of oral and written fluently This strategy based on the interpretation that learning is a social action. Think Talk Write strategy 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 writing them.

The Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The how of communication progresses for students engaging in thought of reflective dialogue with themselves to talking and sharing ideas with one another, to writing.”

This strategy is expected can increase the students’ ability in writing. In this case, the students involve with themselves to think or make dialogue after reading process, then talk by sharing ideas with their friends before writing. For more effective, firstly students are divided into groups consist of 4-6 students for each groups.

2.1.3.1 The Relationship between TTW and Descriptive Writing

Think-Talk-Write deals with thinking and talking an idea before writing some characters of things. Descriptive writing relates to describing an object adjectively. The role of TTW strategy is needed to help students to improve their ability in descriptive writing. Students demonstrate the characteristics of an object.

2.2 Conceptual Framework

Students must master four language skills; listening, speaking, reading and writing. Writing is the most important skill. Idea, though, opinion, information and message can be expressed on a piece of paper. Many students find hard to

write in English. In this study descriptive writing is concerns with factors namely; organization, content, vocabulary, language use and mechanism. The use of TTW is to improve the writing ability. It creates an active class. It also improves motivation of the students to be more creative and active.

2.3 The Hypothesis

The hypothesis of this study is stated as follow.

Ha : “The Think-Talk-Write Strategy improves Students’ Writing Skill”

Ho : “The Think-Talk-Write Strategy could not improve students writing skill.”

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study will be conducted by using classroom action research. Classroom action research will be applied in this study in order to see the improvement of students' ability in writing report text

Arikunto (2010:102) states that in classroom action research, the researcher or the teacher can see the learning process directly. The researcher can do a research together with other teacher to the student from their interaction in learning process. He also says that in doing classroom action research, the educators can improve the learning practices to be more effective.

Classroom Action Research has some cycles that are intended to develop deeper understanding on students' achievement in every situation. The cycle is repeated until students' achievement in learning process is improving. Every cycle consists of planning, acting, observing and reflecting.

3.2 Population and Sample

This study will be explained population and sample which can be as a source data.

3.2.1 Population

Arikunto (2010:173), population is whole of subject research, it is defined as all members of any well defined class of people, events, or objects. The population in this study is the second year students of SMA Swasta Pembangunan Galang. There are three classes namely X, XI IPA and XII IPA . The total of the students are 105 students. Which is each classes consist of 35 students.

3.2.2 Sample

Arikunto (2010: 174), sample is representative of the group or population from which is observed. There are some kinds of sample, they are simple random sampling, stratified random sampling, systematic sampling, area sampling, double sampling and cluster sampling. In selecting the sample the writer uses cluster sampling. Cluster sampling is sample selection which is choosen randomly not individually, but in groups. So, in this study, the sample will be taken by using total sample. It is 35 students will be chosen as a sample.

3.3 Instrument Data Collection

In collecting the writing data, the writing will conducted with written test. In every meeting, the students will be tested by the writer by asking them to write a descriptive text. Then the writer scores the writing whether there is improvement of their scores in every their writing.

3.4 The Procedure of Data Collection

The procedure of this study is conducted with Pre-test, treatment, and post-test.

1. Pre-test

The writer administers the pre-test and gives the writing test to students to get the students' level understanding in descriptive text.

2. Treatment

The research will be done in two cycles and each cycle has four steps such as planning, action, observation, and reflection. First cycle has four meetings and the second cycle has two meetings so there are six meetings in this research include the meeting in orientation test.

3. Pos-test

The writer administers the post-test and gives the writing descriptive text to know the result of the students after get the material from the writer.

3.4.1 Cycle I

These are some steps that the writer do in the cycle I, they are:

1. Planning

Planning is an arrangement for doing something, consider in advance and it is also the reflection of the action that will be done. Teacher is not only doing the lesson plan but the writer must know what the problems the students face while they are learning. After knowing problems, the researcher and teacher work together to solve the student's problem related to the teaching and learning process.

In this phase, the writer prepares lesson plan, teaching material, diary notes, interview sheet, observation sheet, questionnaire sheet and writing test that is needed relate to the teaching-learning process.

1. The teacher prepares the lesson plan
2. The teacher prepares the teaching material of descriptive paragraph writing.
3. The teacher prepares the instrument for collecting data: diary notes, interview sheet, questionnaire sheet and observation sheet.
4. Prepare the writing test.

2. Action

Action is the implementation of planning. The writer creates the teaching program which is established based TTW strategy to teach descriptive text to the students. Before it is use the pre-test, first to find the basic students' skill in writing descriptive text. After that, the writer gives the post test.

1. Greets the students
2. In the first meeting, teacher will ask the student about what is report text.
3. Explain the writing the report and TTW strategy
4. After that, the teacher gives an example to the students and shows them the generic structure of the text.
5. The teacher's form the students into group.

6. The teacher gives direction to the students about the activity that should be done in the group and the way to discuss the report that must be perfect.
7. And then, the teacher gives the descriptive text which is the text not complete solution of the problem in text.
8. The teacher constructs questions about the descriptive in means stimulate the emergence of the discussion and to help students in connecting the report with their experiences.
9. The students discuss a descriptive text that they consider appropriate to enhance the TTW strategy.
10. After they have been discussed it in the group, the teacher asks them to write the descriptive advanced in paper to make the describe about text
11. The last, the teacher ask the students individually to make a descriptive text

3. Observation

This observation is to get the information about students' behaviour, attitude, and performances during the teaching and learning writing descriptive text through TTW strategy. In doing observation, the writer is helped by the English Teacher as the collaborator. The data is taken from questionnaire sheet, observation sheet, and diary notes which use as the basic reflection.

4. Reflection

Reflection is a feedback process from the action which done before. Reflection is help the teacher makes decision because it is do in order to analyze the situation and give the meaning of the process to make conclusion.

1. In reflection phase, the writer will see the feedback from the teaching-learning process that will be done.
2. The writer reflects on everything that the writer do and make evaluation or even conclusion. Then, conclusion will be arranged. The writer will revise the plan for Cycle II.

3.4.2 Cycle II

Based on the result of the cycle I, the writer needs to do cycle II. It can be seen from the students' writing score that is still low in the cycle I. The second cycles continue the aim of the research the phase of the cycles is constructed base on the reflection of the previous cycle. Revising plan is needed in order to achieve to aim of the research.

3.5 Scoring the test

The scoring is to evaluate the students' improvement in procedure writing, five components proposed by Jacob in Weigle (2002) namely content, organization, vocabulary, language use, and mechanics were used as the scale. The aspects were differentially weight to emphasize: content (30 points), language use (25 points), organization and weighted equally (20 points) and

mechanics (5 points). So for all components students got 100 points. The components are seen as follows:

a. The Criteria of Content

It can be drawn in the following table:

Table 3.1

The Criteria of the Content

Score	Criteria
30-27	EXELLENT TO VERY GOOD: knowledge substantive, through development of the thesis, relevant to assigned topic.
22-26	GOOD TO VERY AVERAGE: some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
17-21	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of the topic.
13-16	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.

b. The Criteria of Organization

It can be drawn in the following table:

Table 3.2

The Criteria of Organization

Score	Criteria
18-20	EXELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
14-17	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
10-13	FAIR TO POOR: non fluent idea, ideas confused or disconnected, lacks logical sequencing and development.
7-9	VERY POOR: does not communicate, no organization, or not enough to evaluate.

c. The Criteria of Vocabulary

It can be drawn in the following table:

Table 3.3

The Criteria of Vocabulary

Score	Criteria
18-20	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
14-17	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
10-13	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage but meaning not obscured.
7-9	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, words form or not enough for evaluate.

d. The Criteria of Language Use

It can be drawn in the following table:

Table 3.4

The Criteria of Language Use

Score	Criteria
22-25	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
18-21	GOOD TO VERY AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
11-17	FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/ or fragments, runs on, deletions, meaning confused or obscured.
5-10	VERY POOR: virtually no mastery of sentence construction rules dominated by errors, does not communicate, or not enough to evaluate.

e. The Criteria of Mechanics

It can be drawn in the following table:

Table 3.5

The Criteria of Mechanics

Score	Criteria
30-27	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
22-26	GOOD TO VERY AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
17-21	FAIR TO POOR: frequent errors of spelling punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
13-16	VERY POOR: no mastery of conventions, dominated by errors spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3.6 Technique for Analyzing Data

This study will be applied qualitative data and quantitative data. The qualitative data is used to describe the situation during the teaching process and the quantitative data is used to analyze the score of students. It is expected to get the satisfying result by applying these data. The qualitative data will be analyzed from diary notes to describe the improvement of students' descriptive writing through Think-Talk-Write Strategy. The quantitative data will be collected and analyzed by computing the score of the writing test. The components of writing test will cover content, organization, vocabulary, language use and mechanics.

On Quantitative, this data will be collected and analyzed by computing the score of the writing test.

1. Scoring the students' tests in cycle I and cycle II
2. Tabulating the students' score in cycle I and cycle II
3. Comparing the students' scores of cycle I and cycle II

4. Making the conclusion

To know the mean of the students score for each cycle, the writer will apply the following formula:

$$\bar{X} = \frac{\sum x}{N} \times 100\%$$

Where: \bar{X} = the mean of the students

$\sum X$ = the total score

N = the number of the students

Then, to categorize the number master students, the writer will continue it by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where P = the percentage of students who got the point 75%

R = number of students who got the points up to 75%

T = the total number of the students who do the test

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