

CHAPTER I

INTRODUCTION

1.1 Background of the study

In learning English as a Foreign Language (EFL), students are expected to be skillful in listening, speaking, reading, and writing. Among the four English language skills, students should be able to write ideas, information, or feelings in specific procedures of writing. According to Harmer (2004), the content of languages impacts writing, students can convey their ideas, feelings, hopes, and so on through writing. In addition, good writing skills can help students in expressing creative ideas in written form. However, writing has several advantages, such as writing letters, articles, essays, stories, and academic papers.

According to Albright and Langan (2020), writing is a way of communication with others, hence it is a necessary skill for students to learn. This skill involves collecting ideas and organizing them into a written text before sharing it with the audience. Strong writing skills enable people to communicate their messages more clearly and naturally. Writing takes hard thinking to create words, sentences, and paragraphs. The use of language, grammar, the selection of themes, the development of the concept in paragraphs, and the right text structure must all be considered when writing. According to Hyland (2022), Writing is a process that allows someone to express their personal opinions, and writing courses highlight the power of writers' opinions on a topic. Students should have achieved skill in English, particularly in writing.

Linse and Nunan (2006) states that writing is a combination of process and product. The process is referring to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. One of the essential skills that students, especially those in junior high school, should be able to perform is writing. One of the skills that is used to help people communicate with each other is writing. Students are therefore able to communicate their ideas and knowledge. There are four steps to make a written form for writing: prewriting, drafting, reviewing, revising, and rewriting. This makes writing become a difficult skill. Students who have good writing skills can articulate their thoughts in a paragraph. Besides that, there are advantages to writing such as articles, essays, academic papers, letters, and stories.

According to Zemach and Rumisek (2006), In writing, there are four steps those are prewriting, drafting, reviewing, revising, and rewriting. The first step that students can do when writing is prewriting. Students will select a topic, compile thoughts, and arrange the concept in this step. Drafting is the second stage of writing. Students can use their notes on ideas and arrangement when drafting, or they can compose the entire piece from beginning to end. The third step is reviewing and revising. After drafting. Students may check their writing by reading their writing silently or asking their classmates to give their opinion to each other. Rewriting is the final stage of writing. Students can use their ideas from the previous stage to improve the organization and content in this step. Additionally, after revising, students should proofread their work to ensure proper grammar and spelling, then make any necessary edits.

Based on the preliminary interview with the seventh-grade students in SMPN 1 Ubud, they were having difficulty that writing skills are challenging skill because it requires hard thinking to produce words, sentences, and paragraphs. The researcher found that students had difficulty in composing paragraphs, expressing and developing ideas individually. During the writing process, the students made many grammatical errors, including the use of incorrect tenses. They still have difficulties in using punctuation correctly, including periods, commas, and others. Since they find it difficult to put their ideas, thoughts, and feelings into writing in English, they believe that writing is difficult. Because of this problem, their writing scores were poor, ranging from 55 to 73 based on the teacher's tabulation of the students' initial writing practice in class. Therefore, students also find it difficult to compose paragraphs individually. The students tend to prefer to work with friends and it makes it easier for them to share ideas.

The teacher used a monotonous strategy such as the delivery of material that is not in accordance with the learning objectives and also the lack of practice in writing paragraphs.. Following an explanation of the subject and several examples, the teacher assigns the students to create paragraphs based on the examples. Occasionally, teachers provide homework that requires students to compose an effective paragraph entirely on their own. In addition, when the student writes, the teacher is not paying attention and is not considering other needs, such as paragraph form. It is evident that students still have difficulty coming up with ideas and organizing them into logical paragraphs while writing paragraphs, which makes it difficult for them to write effective descriptive paragraphs. Teaching students how to write well-structured paragraphs is crucial.

To address the students' concerns, the researcher used an attractive and effective teaching strategy to help them develop and structure ideas into a good descriptive paragraph. One of the ways that might overcome the difficulty in teaching English is the use of Think Talk Write (TTW). TTW strategy was introduced by Huinker and Laughlin (1996) this strategy is built through thinking, writing, and writing. Think Talk Write Combined with Picture is one of the innovative strategies to increase the writing skill of the students. This is why the researcher inspired to conduct a study to boost the student's writing skill. This strategy can help students consider the subject, talk about it, and then write about it. Students' knowledge can be developed with the use of Think Talk Write. Additionally, students can talk to or discuss things with their friends.

According to Aralaha (2023), TTW is a cooperative learning approach in which learning begins with a task of thinking (thinking), then moves on to talking with a topic (talking), and then writing down the results of a discussion with a topic (writing), with the goal of achieving the learning and competency goals. The success of the TTW strategy stems from the willingness of students to investigate or converse with themselves after learning about the topic. Then, before writing, engage in discussion and brainstorming ideas with the topic. This scenario is more effective when carried out in groups of 3-5 students. In this group, students are expected to capture, explain, understand, and exchange ideas with the topic, as well as quickly capture them through writing.

The researcher found interesting media to make the student more engaged in writing descriptive paragraph by using picture. According to Harmer (2004), using pictures can help students come up with strong paragraphs. Using pictures to

help students predict what will happen next in a class is helpful. During the teaching-learning process, the picture should be visible and clear for the students and helping them to imagine the object described in descriptive paragraphs. As a result, kids may attempt to infer what a picture depicts. Additionally, picture aids for illustrations help students express their thoughts, expand their imaginations, and make learning more engaging by catering to their hobbies.

The researcher used pictures as media when combined with this technique to enhance the writing-learning process. According to Harmer (2004), using pictures can help students write a good paragraph. Using images as a medium may grab students' attention since the students are more interested in pictures than in abstract words. A picture stimulated students' brains to think quickly and helped them write directly what they were going to describe in descriptive paragraphs. It was easier to capture students' attention when using photos as a medium. The creative and rapid thought processes of the students were stimulated by pictures. Students were better able to write directly about what they were going to discuss thanks to this stimulus. Visual aids acted as guides or cues for students when they were coming up with ideas. Pictures made writing descriptive paragraphs easier.

In addition, writing is one of the difficult skills that students must master. To overcome students' difficulties in writing English on the study's background, the researcher used Think Talk Write strategy with pictures. The researcher believed that Think Talk Write combined with picture is the best instructional strategy and medium for enhancing students' skill to write descriptive paragraphs. The teacher can draw students' attention and inspire them to understand the content by combining Think Talk Write with pictures. By looking at the picture, it may

increase interest and aid in the students' learning. Students can write stronger compositions when they have a firm understanding of the content. According to the statement above, the researcher was highly interested in conducting research entitled “Improving Writing Skill of The Seventh-Grade Students of SMPN 1 Ubud in The Academic Year 2024/2025 through Think Talk Write combined With Picture”.

1.2 Research Problem

According to the study's background, students continued to struggle to generate ideas and shape them into coherent paragraphs, particularly descriptive ones. Students were less excited about learning to write, as the learning process did not encourage them to write, and their writing skill had not improved. Choosing the appropriate method could help to resolve the students' issues. Additionally, a method that was employed was anticipated to enhance their writing proficiency. The Think Talk Write strategy using pictures was one way that could be utilized to assist students in improving their writing. In addition, the research problem could be stated as follows. Therefore, the research problem was briefly formulated as follows: Can Think Talk Write combined with picture improve writing skill of the seventh-grade students in SMPN 1 Ubud in the academic year 2024/2025?

1.3 Objective of the Study

In conducting this research, the researcher limits the problem to students' improvisation of their writing skill, specifically writing a paragraph with Think Talk Write strategy combined with picture. Every scientific study needs an

objective to serve as a roadmap for obtaining the necessary data. The purpose of scientific research is to find a solution to the predetermined and previously specified research problem. As a result, the purpose of this study was to address the previously mentioned research question. Finding a solution to the research problem that has been developed was the current research objective, as shown by the aforesaid research problem. The purpose of this study is to determine whether or not Think Talk Write combined with picture can improve writing skill of seventh-grade students in SMPN 1 Ubud in the academic year 2024/2025.

1.4 Limitation of the Study

Regarding the study's goal, it should communicate all that worth expressing in a research paper. The study's limitations are crucial to making a conversation about the research topic more explicit. The study's limitations are developed with the complexity and scope of the previously mentioned problem in consideration. The researcher concentrated on using the Think Talk Write combined with picture to enhance the writing of the seventh-grade students of SMPN 1 Ubud in the academic year 2024/2025. The researcher's main area of interest is descriptive paragraph writing. The study's scope is then restricted to students' skill to write descriptive paragraphs, particularly those that describe people.

The current study focuses on the seventh-grade junior high school's Learning Objectives 7.8, as the school where it was conducted uses the Merdeka curriculum. The learning goals 7.8 require students to create a wide range of fundamental spoken and written texts that are delivered in a multimodal format both in the classroom and at home. The students' writing skill is limited to constructing

a short paragraph with 6-12 sentences based on the topic about describing food. In addition, it must appropriately fulfill the scoring rubric requirements, which consider social functions, text structures, grammar, and linguistic features. In this case, the researcher focused on using the Think Talk Write strategy combined with pictures to improve the seventh-grade students at SMPN 1 Ubud in the academic year 2024/2025 mainly in writing skill better, particularly when it came to writing descriptive paragraph about food.

1.5 Significance of the Study

The main aim of this research is to find out how the new strategy can help students with their issues. The goal of this research is to use Think Talk Write combined with pictures of the seventh-grade students at SMPN 1 Ubud to improve the student's writing skill in the academic year 2024/2025. The results of this study are expected to provide information on how the Think Talk Write strategy helps students write better, especially in writing descriptive paragraphs. It is also expected that this study will be useful for English teachers, students, and other researchers who conduct similar research. The significances of the study were divided into two parts. They were theoretical and practical significances which will explain completely.

Theoretically, it was expected that the results of this research would be useful for teaching and learning English to junior high school students, particularly in terms of writing skills and descriptive text. The findings of this study were anticipated to serve as a reference or supplement to previous studies on writing skills, classroom activity, and Think Talk Write strategies with pictures. The

purpose of this study was to provide empirical evidence that employing visual media to improve seventh-grade students' writing skills was effective. Furthermore, it could serve as a reference for other researchers who use Think Talk Write with pictures to help students improve their writing skills. It was hoped that these findings would help teachers and students improve learning in the classroom. The existing theories could also help teachers understand the strategies used in education.

Practically, the findings of this study were expected to provide educational feedback for students, teachers, and other researchers. This study was utilized by instructors in the classroom to help students learn. This media approach was interesting for assisting teachers in delivering strategies using diverse media. It was hoped that this study would help students understand their writing skill and encourage them to convey their ideas through writing. In addition, it was hoped that this study would increase students' motivation and interest in learning English, particularly writing skills. It was also hoped that this study would provide other researchers with references and empirical reviews to conduct better research, allowing them to learn and understand the Think Talk Write strategy combined with pictures.

1.6 Definition of Key Terms

Several terms used in classroom action research were employed in this research. The terms used in the research can be very general and explain a lot of things. It makes it crucial for the phrases used in the research to be precise to prevent misunderstandings. The title of the present study is “Improving Writing Skill of the

Seventh-Grade Students of SMPN 1 Ubud In the Academic Year 2024/2025 Through Think Talk Write Combined with Picture”. To avoid misunderstanding and reader confusion regarding this study, some terms are offered so that the reader can have a thorough grasp of the content of this study. Researchers should give an operational definition of writing competency and the Think Talk Write strategy, as the terminology in this study. The following is a definition of important terms:

1.6.1 Writing skill

In this study, writing skill refers to the skills of SMPN 1 Ubud seventh-grade students in the academic year 2024/2025 to express their ideas through paragraph writing in class depending on the scenario that the teacher assigns. Besides that, the students should be able to write 6-12 sentences descriptive paragraph about food with complete generic structures which includes identification, description, and conclusion.

1.6.2 Think Talk Write combined with Pictures

Think Talk Write combined with picture is a teaching strategy that is used to improve the seventh-grade students' writing skill. Think Talk Write is a cooperative learning approach given to students as a treatment. This approach starts the Think step by looking at the picture of food that the teacher gave. Then the Talk step is by talking and discussion about the description of the picture with friends in the group that consist of 3-5 students. In the ends the Write step is writing the results of the discussion together with other students on a piece of paper or in the book. The use of image media in learning can also help students in learning because

learning will become more interesting, and students will more quickly understand what is being taught.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is the utilization of experts' opinions to support the research. Scientific research must be based on a theoretical foundation. To enhance the understanding of the research problem, certain theories on the notion of writing and strategies were studied. This study aims to find out whether the Think Talk Write (TTW) strategy can improve students' writing skills. To support the understanding of the problem formulation in Chapter I, the researcher discussed several theories relevant to this study. Therefore, the theories include topics such as (1) Writing skills, (2) Descriptive paragraphs, (3) Think Talk Write (TTW) combined with pictures, and (4) Assessment writing.

2.1.1 Writing Skill

Writing is a form of language skill that students need to master because it helps them to communicate their ideas with meaningful words. Writing skill has been recommended by several experts. According Harmer (2004), Writing is one of the four skills of listening, writing, and reading, and it has always been a component of learning English. Writing is a useful skill that use a set of symbols to represent speech through punctuation and numbers. People who write must create text that can be read and understood. Therefore, the writing has to be complete and clear for the reader to understand the writer's ideas.

One of the language skills that students must learn is writing. In this modern era, writing skills are considered important. Because of this skill, writers can communicate with readers through writing. This skill is often used in various conditions, both at school, in the office, and in daily life. According Brown (2004), the skill to write has become an indispensable skill in the global literate community. Therefore, at least at the basic level, writing skill is considered an important part of literacy culture and essential for success in various areas of life.

Oshima and Hogue (2007) states that writing is never one step action: it is about ongoing creative acts. There are typically four basic phases in the writing process. The first step is pre-writing. Writers first come up with ideas, choose a subject, and compile relevant information. The second step is organizing. These concepts are then arranged into an outline. The third is the writing step. When students draft their work, they refer to this blueprint as a guide. Lastly, is the revising and editing steps. They revise their writing to improve it. The best results come from splitting this editing procedure into two stages: first, a straight text revision, and second, to ensure the quality of the students' work, an improvement.

Harmer (2004) states that pre-writing, editing, rewriting, and producing a final version of the student's work are the stages of writing. Writing is a process that needs a writer to go through several steps in order to generate something that may be used for different reasons. It demonstrates that writing teaches students in various subject areas how to think and communicate in their respective subjects while also allowing them to create meaning for themselves. Writing is a useful tool for communication in the classroom and in students' daily lives. Writing is an act, or a process of constructing a large unity of ideas, emotions, and feelings

represented through visual symbols, to form words, phrases, and paragraphs. Students can effectively convey their ideas, emotions, and assessments about what they have read, seen, learned, or experienced through writing. In short, writing is the activity of putting ideas, notions, and revisions into written form.

According to Langan (2003), writing is a skill that anyone can learn with practice. When a writer is writing, they fully express their ideas and emotions through words. With consistent effort, anyone can become a proficient writer. Writing allows individuals to fully express their ideas. It is a powerful way to convey emotions as well. When a writer is moved to write, their passion is reflected in their words. This passion can make their writing more compelling and impactful. Writing is not just a technical skill, but also an emotional outlet. Through writing, individuals can share their unique perspectives. It enables them to communicate their thoughts. As they practice, writers develop their voice and style.

Writing is an essential feature of learning a language because it provides an excellent means of fixing the vocabulary, spelling, and sentence pattern. Patel and Jain (2008) states that writing can be concluded as a complex process that allows writers to explore thoughts and ideas into type in form sentences to be proper sentences in a paragraph through the following step in writing. They also require to learn spelling and grammar, which are relating to the correct use of words in a sentence well form. Writers must follow specific steps to create coherent paragraphs. Effective writing requires knowledge of spelling and grammar. Sentences with proper structure are formed by using the right words. Practice helps strengthen language skills. All things considered, writing helps students become better at communicating.

Furthermore, Ontario (2005) states that students may effectively convey their ideas, emotions, and opinions about what they have read, seen, or experienced in writing assignments. Writing is a special kind of communication since it enables people to express their thoughts, feelings, messages, and even love. A written work is a personal reflection of the author's ideas as each word conveys their unique style and personality. Writers need to be well-versed in all facets of writing to write successfully. Writing also serves as a textual means of communication between an addresser and a reader. A work of writing may be defined in a variety of ways, such as the way it was thought out, the stylistic decisions made, the grammar used, the theoretical organization, and the level of inventiveness.

In summary, according to all of these ideas, classroom writing is also referred to as academic writing. Organization, sentence structure, grammar, and punctuation are all necessary writing skills. Because writing is a productive talent, it requires a product in the form of written results. The researcher used the theory from Harmer (2004) which explains pre-writing, editing, rewriting, and producing a final version of the student's work are the stages of writing. Therefore, writers can develop and improve their skill to communicate through writing, which helps them share ideas, knowledge, feelings, and opinions with others. The theory used is related to this study because it is related to improving students' skill to write paragraphs, especially descriptive paragraphs.

2.1.2 Descriptive Paragraph

Writing well-structured paragraphs is a crucial skill for students who want to compose writings that make sense. According to Zemach and Islam (2005), a

paragraph is consists of 6-12 sentences regarding one topic. Every sentence in a single paragraph has the same subject. The writer's point of view is conveyed throughout the phrase. Information, views, justifications, and even a brief narrative can all be included in a paragraph. The skill of organizing words in well-written phrases, paragraphs, and texts is a skill that students should study and practice. Students should learn and practice the skills of word organization in well-written phrases, paragraphs, and texts.

There are several types of paragraphs. Some of them use the past, present, and future tenses. It depends on the objective of the talk and when it is or will be concluded. One of the most well-known paragraphs is a descriptive paragraph. It is because descriptive paragraphs use the present tense form, which is regarded as the simplest tense form by both students and teachers. As the name means, descriptive paragraph means "description," and paragraph refers to the structure of the phrase. According to Rojiayah (2017), A descriptive paragraph describes something's appearance. It provides readers or listeners with a vivid or imaginative image of what is being discussed. When the descriptive paragraph is successful in creating a clear mental image, it has achieved its objective.

Oshima and Hogue (2007) state That paragraph is a collection of connected statements that the author develops on the topic. The first sentence sets out the specific point. After the specific sentence, there are the supporting sentences. The idea in the main phrase is intended to be strengthened by the explanations, justifications, and other information provided in the supporting sentences. The idea is ended in the conclusion, which often begins with a new paragraph and a review of the topics covered. The topic sentence of a paragraph provides the reader with a

concise summary of the main idea. Supporting sentences aim to enhance the topic sentence and provide more details about it. In short, the writer uses words to focus attention on replacing the object with more descriptive language by providing precise information and explanations to better expand on the issue.

Descriptive paragraphs are part of the factual genre. The social function of a descriptive paragraph is to describe a particular person, place, or thing. According to Langan (2003), when writing descriptively, writers use words to paint a picture of someone or something for their readers. To create a vivid and realistic word image, the writer must observe and capture precise elements that appeal to the reader's senses such as sight, hearing, taste, smell, and touch. Of all the essay styles, descriptive writing requires vivid and colorful information.

A paragraph is a collection of connected sentences that written by an author about a certain subject. 6 to 12 sentences make up one paragraph. Depending on the subject, it may be shorter or longer. According to Savage and Mayer (2005), words are used in descriptive writing to help readers visualize the content. Sights, sounds, tastes, scents, or emotions may all inspire images. Topic sentences, supporting sentences, and ending sentences are the three main components of each paragraph. In general, a paragraph consists of three basic parts which are the topic sentence, supporting sentence, and concluding sentence. The topic sentence is the beginning of the paragraph which is usually placed in the first sentence. Supporting sentences usually support the idea in the topic sentence with details, reasons, and so on. The concluding sentence ends the paragraph by repeating the main idea. These parts are important when genre paragraphs are organized.

A descriptive paragraph uses adjectives to describe the appearance or feelings of someone or something (Zemach and Rumisek, 2006). For the writer to clearly explain the thing in the descriptive paragraph, adjectives are crucial. The details in a descriptive paragraph appeal to the senses of taste, smell, touch, hearing, and sight. To provide the finest possible description, the writer must provide details that are appealing to all the senses. A strong descriptive paragraph should be structured such that the writer can vividly see the thing being described to the reader. This will help the descriptive paragraph read more easily and become more engaging.

A descriptive paragraph is a written or spoken description of a place, person, animal, or thing. A written description will describe the topic in written form using word groupings. As a result, the phrases that are related to one another allow the readers to imagine what the writer is saying. According to Folse et al., (2010), A descriptive paragraph tells you how something or someone appears or feels. Leading by the statement, it means having a dozen of adjectives and nouns are very useful. It is because describing something or someone in length and specifically is more appropriate. so that what is being described is easy for others to imagine and experience. Furthermore, using additional adjectives and nouns may make the descriptive paragraph more vivid by providing a range of description terms.

According to Zemach and Rumisek (2006), an adjective is the most often utilized component of speech while writing a descriptive paragraph since it allows the writer to describe an object's qualities. Identifying gives the object an extensive overview and information about it. An animal, item, location, or person can be the object. The descriptive paragraph makes extensive use of epithets and classifiers in

a noun group. The simple present tense will be used. A descriptive paragraph serves a social purpose and has a general form. Furthermore, a descriptive paragraph makes use of important grammatical patterns that reinforce its structure. Further strategies include concentrating on individuals, constructing lengthy nominal groups using verbs of being and having, simple present tenses, and descriptive adjectives.

Furthermore, according to Oshima and Hogue (2007), a well-written description is like a word image, the reader can visualize the thing, location, or person. As a result, particulars should be properly described to evoke mental imagery in readers. To provide readers with a clear image of the thing, description focuses on the visual experience and perception of the object. As a result, readers may see the object extremely vividly through the use of ink on paper. Put differently, words are essential in taking the place of the object. Therefore, providing a description can help the reader understand what the writer is trying to say.

Based on the explanation above, a descriptive paragraph is a paragraph that consists of a generic structure and describes a person, object, animal, or place. According to the all theories mentioned, the researcher used the theory of Zemach and Rumisek (2006), which states that a descriptive paragraph is how a person, thing, animal, or place looks or feels and is described using adjectives. In this study, however, the descriptive organization's points are described. The arrangement helps students create a well-organized paragraph. Moreover, the researcher uses the theory of Zemach & Islam (2005), which states that a paragraph is a group of about 6 – 12 sentences about one topic. Therefore, all the theories are relevant to the

current study, and they were used to support it since they are concerned with increasing writing skills in the construction of descriptive paragraphs.

2.1.3 Think Talk Write Combined with Picture

For the learning process to be successful and for the students to understand the content provided, the instructor must be able to create an engaging and productive learning environment. Using the appropriate learning strategy is one method to do this. The teaching and learning of English are one area in which teachers may employ a variety of strategies to help pupils perform better. Writing a paragraph is always a challenge for students, particularly when it comes to being descriptive. They had no idea how or what they should write. In English education, strategy refers to the way a lesson is organized and carried out to meet the learning objective. Furthermore, the strategy utilized can resolve a student's issue.

Think Talk Write is one of the strategies that can be used to improve students' writing skills, and it can be explained by several theories. Think Talk Write is a strategy that facilitates the practice of verbally, speaking and writing the language fluently. The first strategy was introduced by Huinker and Laughlin (1996) is based on the understanding that learning is a social behavior. Think Talk Write is a learning strategy that begins with thinking through reading and examining a given topic and the results of these thoughts are shared through discussion in groups and then create a writing based on the results of the discussion. TTW strategy can encourage students to consider, discuss, and write on particular topics. Think means to use your thoughts to create opinions and make

decisions, talk means to say or utter anything to convey information, and write means to put something in writing so that others may read, do, or use it.

According to Zulkarnain (2011), The Think Talk Write (TTW) strategy allows students to organize and test ideas before they have to write, as well as to give them time for observation and thinking about. Think Talk Write strategy is used to develop the writing fluently and exercise the language before the students do the write the paragraph. The students engage in contemplation or reflective conversation with themselves before moving on to converse and share ideas with others, as well as writing. This strategy helps to practice the language before writing and improve writing fluency. In conclusion, TTW as an integrated writing strategy is critical for the English teaching and learning process since it allows students to expand their vocabulary and enhance their writing skills. Think Talk Write can assist students in transforming from passive to active learning by utilizing the offered writing exercises and assisting them in producing well-written paragraphs.

In TTW learning strategy, it will start from students' involvement in thinking or dialoguing with themselves after the process of reading the given material. Furthermore, students will be asked to talk and share ideas with their friends before writing. According to Nawoto (2023), This strategy is a model that can train students' thinking and writing skills. Students are encouraged to think, talk, and write about certain subjects using the TTW strategy. Think is the process of using one's intellect to generate ideas and make decisions. Talk is the act of expressing oneself to convey information, while Write is the act of putting ideas into words so that others can read, act upon, or utilize them.

Rukmana Aralaha (2023) states that The TTW strategy is a cooperative learning strategy in which learning activities begin with thinking (think), followed by talking or discussing and exchanging ideas (talk), and finally writing the results of the discussions (write). This strategy is supposed to help students carry out their learning objectives and competencies. When cooperative learning is done correctly, teachers will be able to manage their classes more effectively and efficiently. Based on the above description, it is possible to conclude that cooperative learning practices can create a good learning environment in which students, teachers, and schools can all enjoy learning. Students who participate in enjoyable activities are more likely to be inspired to learn and think.

The TTW strategy has various advantages that make it an effective teaching strategy. One of the advantages is its ability to encourage active participation, where students are encouraged to think critically, discuss with their friends in group, and convey the students' thoughts through writing. This three-step process deepens understanding, improves communication, and increases students' retention, as the students are directly involved. In addition, this strategy also builds cooperation and increases students' confidence in conveying their ideas. However, TTW also has some weaknesses. The time-consuming process, especially in large classes, is a challenge as each stage (thinking, talking, and writing) requires considerable engagement from students. In addition, without good management, discussions can go off topic or student participation can be uneven, which can reduce the positive impact of this strategy.

Using picture as a media to aid students in composing detailed paragraphs is highly effective. According to Brown and Abeywickrama (2018), pictures can

serve as effective prompts for written expression. The images selected should be straightforward and clear, making it easier for students to interpret. Images help students to structure their thoughts more easily. Since the subject is already depicted in the image, students can produce as clear a descriptive paragraph as possible. By observing certain objects within the image, students can enhance their imaginative abilities. A wide range of diverse activities can be developed by incorporating images.

In the process of teaching and learning, picture can enhance students' interest and motivation. Students may find greater motivation from images as they offer real, observable materials that they can directly engage with. Motivation is a crucial factor for students in the teaching and learning process. Images also provide context, allowing teachers to illustrate specific situations. Images bring the external world into the classroom in a tangible way. They can enhance students' stimulus as they generate ideas after observing the images. When students are motivated to learn, the learning environment becomes more enjoyable, relaxed, and students find it easier to organize their thoughts.

In conclusion Think Talk Write is one of teaching strategy that consist of three steps there are: Think, in think the students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given. Talk in this strategy the teacher will divide the students into groups to and they share their ideas based on what they think before. Other students listen and respond the ideas. After the discussion, students make conclusions in groups. The next phase is to write; the teacher will ask students to create a descriptive

paragraph using their own words. The concepts and conclusions from the previous processes simply assist them in completing phrases into text.

2.1.4 Assessing Writing

Assessment is required for the learning activity. However, many individuals misunderstand the exam and assessment. They are not the same. The exam was produced using an administrative method, and the students were aware that their abilities would be tested. According to Brown (2004), assessment is an ongoing process encompassing a wider domain. A teacher may only assess their students by responding, commenting, or asking questions. Assessment refers to any processes used to collect students' learning information. The evaluation evaluates learning project performance and offers students with vital feedback on their development.

When evaluating writing, students' work is assessed through scores and feedback, which are aimed at understanding their writing abilities. According to Hyland (2022), teachers often view assessment as a challenging task that has the potential to weaken the relationship they have built with their students and their confidence in writing. Additionally, assessing students' performance is an essential part of teaching, a formative process closely linked to the planning, design, and teaching strategies explored in previous chapters, as well as the teacher's response to student issues. Assessing students is the most important task for teachers during the teaching and learning process, particularly when it comes to writing a descriptive paragraph.

The assessment will help both the teacher and students. The assessment is crucial in such an approach (Brown, 2004). It is reasonable to believe that the goal

of assessment is not only getting a score, but also to get to know the students and improve their writing abilities. Assessment is critical for teachers in the classroom to understand their students' achievement with the curriculum during the teaching-learning process. Furthermore, it is critical to evaluate the fundamental procedure early on to provide students with the most advantage from writing evaluations. As a result, it affects instructional and evaluation objectives.

According to Brown (2004), four types of writing performances can be used to evaluate students' writing abilities: imitative, intensive, responsive, and extensive. Imitative writing focuses on fundamental writing tasks such as producing letters, words, punctuation, and short sentences. Intensive writing tasks require the use of appropriate vocabulary, word combinations, idiomatic expressions, and correct grammar within specific parameters. Responsive writing involves students creating connected sentences that eventually form paragraphs. Lastly, extensive writing involves composing essays or reports.

In addition, Hyland (2022) states that Grades and assessment replies play an important role in individual student learning and the creation of successful and responsive writing lessons. Thus, knowing the evaluation system is critical to ensuring that training has the intended impact and that students are assessed fairly. Furthermore, carefully watching the assessment material assists teachers in identifying the gaps between students' current performance and goals to accelerate their development progress. A successful and responsive writing course may be developed, as well as the learning of individual students, greatly influenced by scores and assessed comments. To make sure that education has the desired effect and that students are scored fairly, it is crucial to understand assessment

methodologies. Without information from assessments, it will be difficult to determine the gap between students' present and target performance and assist them in progressing through the classroom learning process.

According Brown (2004), when assessing more common genres, multiple criteria might be involved, encompassing the expected conventions for each writing type and the skill to express purpose, goal, or main idea. Effective writing strategies are also crucial, as well as syntactic variety and rhetorical fluency. According to these theories, assessment plays a vital role in successful learning by evaluating students' advancements and accomplishments. The current study focuses on assessing paragraph construction, having identified a suitable test for this purpose to gauge students' writing improvement. A scoring rubric is utilized to ensure consistent and equitable assessment.

In assessing writing, the teacher evaluates writing based on both content and form, including language, structure, argument formation, grammar, and punctuation. More often, the students' writing skill is assessed only on the topic or substance. The teacher advised evaluating all components. Writing skill, particularly descriptive paragraphs. Oshima and Hogue (2007) state that the rubric elements for assessing a paragraph are format, punctuation, content, organization, and grammar. This guide intends to help students write descriptive paragraphs effectively, eliminating the need for hesitation in demonstrating their learning outcomes.

In this study, the researcher focused on assessing students' skill in descriptive writing. The researcher will give task with a picture or do the picture description to the students to assess the students. As a result, the researcher uses

tasks such as writing paragraphs that will be distribute to students to determine whether they improve their skill in writing or not. To assess students' writing, the researcher focused on the theory of Oshima and Hogue (2007) in this study. Format, punctuation, topic, structure, and grammar are the five components of the writing assessment rubric that are covered in the theory. The five assessment rubric components were carefully modified to be appropriate for this study's evaluation and to this class action research.

2.2 Empirical Review

An empirical review is a summary of relevant research results that is done to look at earlier studies that are related to the one being done. An empirical review's objective is to highlight pertinent studies that are comparable to the one being conducted. The purpose of the empirical review is to show if the study's subject has been observed before. Whether the present study will be as successful as earlier studies may also be ascertained using this review. In each study, the theory and historical background are referred to as the current study, and there are several relevant empirical reviews or reviews conducted by other researchers. The current action research has been conducted by several researchers. They may collaborate like this:

The first similar study was conducted by Khairani (2020) with entitled "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill In Descriptive Text at Eight Grade of MTS Negeri 4 Langkat Year 2019/2020". The goal of the research was to find Think Talk Write (TTW), a teaching strategy, might enhance the writing skill of the eighth-grade MTS Negeri

4 Langkat students in the 2019–2020. Furthermore, the findings of this study revealed that students' writing skills increased dramatically after using the Think Talk Write (TTW) technique. The students' scores improved between the pre- and post-tests. Furthermore, the subjects may compose descriptive paragraphs under his supervision, which influence their performance. The result is the students' writing skills significantly improved when the researcher applied the TTW strategy in the classroom to help them write more descriptive texts.

The researcher provided relevant hypotheses from experts to back up the feedback, which was one of the study's strengths. The rating rubric was taken directly from Oshima and Hogue (2007) and it was quite explicit. However, the researcher highlighted distinct phases of the Think Talk Write (TTW) approach in the lesson plan according on the theory employed. The researcher did not explicitly identify the technique's phases on the lesson plan and did not specify when the Think Talk Write (TTW) strategy was utilized to improve the students' writing skills. In addition, the researcher did not explicitly identify the technique's phases on the lesson plan and did not specify when the Think Talk Write (TTW) strategy was utilized to improve the students' writing skills. Furthermore, the researcher offered explicit instructions and learning exercises for applying Think Talk Write (TTW) Combined with Picture to help students enhance their writing skills.

The second similar research was conducted by Purwati (2023) with entitled “Improving Descriptive Paragraph Writing Skill Of The Eighth Grade Students Of SMPN 1 Petang In Academic Year 2022/2023 Through Think Talk Write (TTW) Strategy”. This study aims to determine whether the writing skill of students in the eighth grade of SMPN 1 Petang can be improved by using the Think Talk Write

(TTW) strategy. Planning, Action, observing, and reflecting were all steps in the study process that the researcher carried out. Think Talk Write (TTW) strategy is used in this study to improve writing skill. The implementation is quite precise to ensure that the writing of descriptive paragraphs goes smoothly. The rise in the pre- and post-test average scores, which demonstrated a notable improvement in students' writing skill, is indicative of the study's outcomes. Questionnaires used to gather supporting information revealed a lot of enthusiastic reactions to the Think Talk Write (TTW) strategy.

The strength of this study is that researchers have presented theories from experts to support the research, which is one of the strengths of this study. Moreover, this research revealed that Think Talk Write (TTW) strategy can be effectively used as a strategy to improve the students' writing skill, especially in writing a descriptive paragraph for teaching writing in Junior High School. However, in the previous research, the researcher only mentioned some titles for students to create descriptive paragraphs. Therefore, it is difficult for students to use their brainstorming to elaborate and contextualize the topic without seeing what is being described. In the present study, the researcher will use pictures to engage students and provide new learning experiences to improve students' critical thinking. Then, the researcher will invite the students to learn with pictures to make them understand what is written based on the given title and media.