

THE APPLICATION OF THINK-TALK-WRITE (TTW) IN TEACHING WRITING NARRATIVE TEXT at SMAN 1 POLEWALI

Nurul Husnul Humaerah

Universitas Muhammadiyah Parepare, Indonesia

Abstract

The researcher conveyed that this aims to test students' understanding of writing narrative text. The author uses a quasi-experimental method and applies a non-equivalent control group design. The method used is cluster random sampling. The instrument used in this study was a narrative text consisting of two kinds of tests, namely pre-test and post-test. The results showed that the posttest results of the experimental group students were higher than those of the control group students. This is evidenced by the posttest mean score of the experimental group (77.85) which is higher than the control group (51.65). This is also evidenced by the t-test value (3.58) which is greater than the t-table value (2.042). Thus it can be concluded that the application of TTW can improve students' narrative writing skills.

Penelitian ini bertujuan untuk menguji pemahaman siswa tentang menulis narrative teks. Penulis menggunakan metode eksperimen semu dan menerapkan desain kelompok kontrol non ekuivalen. Metode yang digunakan adalah cluster random sampling. Instrumen yang digunakan dalam penelitian ini adalah teks naratif yang terdiri dari dua macam tes yaitu pre-test dan post-test. Hasil penelitian menunjukkan bahwa hasil posttest siswa kelompok eksperimen lebih tinggi daripada posttest siswa kelompok kontrol. Hal ini dibuktikan dengan nilai rata-rata posttest kelompok eksperimen (77,85) lebih tinggi dibandingkan kelompok kontrol (51,65). Hal tersebut juga dibuktikan dengan nilai t-test (3,58) yang lebih besar dari nilai t-tabel (2,042). Dengan demikian dapat disimpulkan bahwa penerapan TTW dapat meningkatkan kemampuan menulis naratif siswa.

Keywords: *Think-Talk-Write, Narrative Text, Writing Ability.*

Introduction

Writing is one of the language skills that plays an important role in human communication. The importance of writing becomes more and more recognized. It is through the written mark that links with the outside world are formed. For many reasons writing skill is crucial to most people. Adelstein and Vipal (1980) express that in all subjects in our life or in all profession, the ability to write or express oneself clearly is essential basic for success. Writing is crucial meaning of human communication.

There are many kinds of text that can be used such as narrative, descriptive, explanation, recount, exposition, and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. And the researcher choose narrative text because narrative text tell us about an interesting story that can make students enjoy to read and write so it will be quite easy for them in producing simple text.

Learning strategies of TTW which was introduced by Huinker and Laughlin (1996) on the grounds that the learning strategy of TTW appropriate to think and reflect and organize and discuss ideas before students are asked to write.

TTW can help students in constructing their own knowledge so that students understand the concept, students can communicate and discuss his thoughts with his friends so that students help each other and exchanging ideas. This will help students understand the material being taught. In addition, it trains students to write down the results of their discussion to form of writing systematically so students will understand better the material and help students communicate their ideas in writing form. (Andriani, 2009)

Therefore, TTW is expected to provide students to have better understanding in the learning process. In Teaching and learning processes that conduct in some schools usually use expository method. It is quite well implemented in the learning process but it sometimes makes students passive and narrow the realm of student thinking.

Literature Review

A. Concept of Think – Talk - Write

Huinker and Laughlin (1996:82) “TTW 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 flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to write”.

Huinker and Laughlin emphasize the significance of conversation as a means to help students learn to reflect through writing. One purpose of using written documents in teaching is that writing concept gives the students and process it linguistically.

The Syntax of TTW strategy as follows:

- a. Teacher divides students Worksheet Learners which contains some question to be solved by students. If necessary given few clues.
- b. In thinking process, Students answer the question in the worksheet and make little notes by individually. This activity is intended to allow students to differentiate or integrate the ideas which are contained in a text into their own language.
- c. In talking process, students discuss with friends in small group discussion what they have done in thinking process, In this activity, they use their own words to convey their ideas. This strategy seems to be particularly effective when students working heterogeneous groups of two to six students are asked to explain, summarize, or reflect.
- d. In writing, students write the ideas which are obtained through the discussion. They write base on own word.

TTW is strategies that facilitate oral language exercises and write the language fluently. TTW strategy based on the understanding that learning is a social behavior. It encourages students to think, talk, then write in regard to a topic. TTW is used to develop writing fluently and practice the language, it allows students to influence and manipulate ideas before writing. TTW strategy also assists students in gathering and developing ideas through conversations structured.

B. Concept of Writing

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Rivers(1968:242) distinguished writing from other skills according to the form, it is from the simplest form to the most highly developed one. From it is simplest one, writing can be conceived as the act of putting down in conventional graphic form something that has been spoken. Another definition is given by Michael (1981:10) that writing could be a systematical visible and permanent representation of the auditory and transient phenomena of speech, According to Enre (1988:148) the aims of writing are:

- a. Desire to explain or to inform
- b. Desire to tell something as it was looked and heard
- c. Desire to tell something about something happened
- d. Desire to convince someone.

Meanwhile, writing is a way to produce language when you do and when you speak. Writing is communicating with others in a verbal way. Meyers states: Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them(2005: 2). Harmer in *How to Teach Writing* states "Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities" (2004: 86).

C. Concept of Narrative Texts

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing. I choose "Narrative Texts", as the writing material. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader respond to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these scenes and make it happen for them

.Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

In Curriculum 2010 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways .Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution .From the definition above, we can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers.You are using narrative when you tell a friend about something interesting thathappen to you at work or at school, when you tell someone a joke.

Anderson (1997 : 14) states that a good narrative uses wird paint a picture in our mind of

- a. What characters look like (their experience),
- b. Where the action is taking place (the setting),
- c. How things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in
- c. The order inwhichthey occurred in time.
- d. The narrator has a purpose in mind in telling the story.

There are some points thenarrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.Narration is telling a story.

Findings

The findings of this research deal with students' classification score on writing ability, students' score in writing components, the mean score, standard deviation, and t-test of pretest and posttest. These findings are described as follows:

The example of TTW in action

<i>Think</i>	<p>Students at this phase will think of an answer by individually . the teacher will provide time for 10 minutes for students to think . and student will write their thought on small paper. For example :</p> <p>1. <i>Who is prince raden putra and dewi limaran ?</i> <i>Student's answer :</i> <i>Prince Raden Putra and Dewi Limaran is a couple livng in a palace.</i></p> <p>2. <i>Who is the snail</i> <i>Student's answer</i> <i>The snail is powerful witch</i></p> <p>Based on answer above students started to do this task with a good answer</p>
<i>Talk</i>	<p>Students tried to discuss what they had been done in thinking phase, teacher give 35 minutes to discuss with their group. And in this phase teacher give opportunities to the students to talk their ideas. For example :</p> <p><i>Students A : ‘ Dewi limaran was arrogant. She didn't like to see a snail because It was ugly and disgusting.</i></p> <p><i>Studenta B : Yeah , I was agree. That's way she was</i></p>

	<i>changed her into a golden snail by powerful witch.</i>
Write	<p>Students wrote what they had been done in thinking and talking process by their own word . for example</p> <p><i>‘‘Long time ago, there was a farmer couple who hadn’t had any children . They prayed to God for a child then a giant hear what they said. Then giant gave them a cucumber seed. they took care of the planting so carefully. Month later, a golden cucumber grew from the plant. they when found a beautiful bab inside of cucumber . They named of the baby was Timun Mas’’.</i></p> <p>In the forth meeting , students started to express their ideas well. They had known what they should write in their paper .</p>

A. Students’ classification score of students’ pretest and posttest

Table 1. The frequency and rate percentage of pretest of experimental and control group

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 – 95	-	-	-	-
3	Good	76 – 85	-	-	-	-
4	Fairly Good	66 – 75	2	10	-	-
5	Fair	56 – 65	5	25	2	10
6	Poor	36 – 55	13	65	18	90
7	Very Poor	<35	-	-	-	-

Total	20	100	20	100
-------	----	-----	----	-----

Table 2. The frequency and rate percentage of post test of experimental and control group.

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent	96 – 100	1	5	-	-
2	Very Good	86 – 95	3	15	2	10
3	Good	76 – 85	9	45	2	10
4	Fairly Good	66 – 75	4	20	5	25
5	Fair	56 – 65	3	15	5	25
6	Poor	36 – 55	-	-	6	30
7	Very Poor	<35	-	-	-	-
Total			20	100	20	100

B. Students' classification of score in writing components

B.1. Content

Table 3. The classification of score of content of students' pretest in experimental and control group

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Very Good	30 – 27	-	-	-	-
2	Good to Average	26 – 22	-	-	1	5
3	Fair to Poor	21 – 17	11	55	3	15
4	Very Poor	16 – 13	9	45	16	80
Total			20	100	20	100

Table 4. The classification of score of content of students' posttest in experimental and control group

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Very Good	30 – 27	7	35	1	5
2	Good to Average	26 – 22	11	55	9	45
3	Fair to Poor	21 – 17	3	15	6	30
4	Very Poor	16 – 13	-	-	4	20
Total			20	100	20	100

B.2. Organization

Table 5. The classification of score of organization of students' pretest in experimental group and control group

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Very Good	20 – 18	-	-	-	-
2	Good to Average	17 – 14	4	20	2	10
3	Fair to Poor	13 – 10	11	55	9	45
4	Very Poor	9 – 7	5	25	9	45
Total			20	100	20	100

B.3 Vocabulary

Table 7. Classification of score of vocabulary of students' pretest in experimental group and control group

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Very Good	20 – 18	-	-	-	-
2	Good to Average	17 – 14	4	20	-	-
3	Fair to Poor	13 – 10	11	55	10	50

4	Very Poor	9 – 7	5	25	10	50
Total			20	100	20	100

B.4. Language Use

Table 9. Classification of score of language use of students' pretest in experimental group and control group

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Very Good	25 – 22	-	-	-	-
2	Good to Average	21 – 18	-	-	-	-
3	Fair to Poor	17 – 11	11	55	6	30
4	Very Poor	10 – 5	9	45	14	70
Total			20	100	20	100

B.5. Mechanics

Table 11. Classification of score of mechanics of students' pretest in experimental and control group

No.	Classification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Very Good	5	-	-	-	-
2	Good to Average	4	-	-	-	-
3	Fair to Poor	3	3	15	1	5
4	Very Poor	2	17	85	19	95
Total			20	100	20	100

C. Mean score

Mean score and standard deviation of students' pretest and posttest presented in the following table:

Table 13. Mean score and standard deviation of students pretest and posttest

Group	Pretest		Posttest	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	51.65	9.64	77.85	9.21
Control	46.75	5.88	64.05	14.58

Discussion

This part present the discussion of the data analysis . It aimed that how TTW strategy, improve the student's writing abiliy of the students . Before giving the treatment , the researchcher administer a pre-test . In pretest , there was no students got excellent, very good, and good but in posttest there was 1 (5%) students got excellent , and there were 3 (15%) of them classified into very good score , and there was 9 (45 %) classified into good score. It means that the application of TTW can enhance students' narrative writing ability.

Then, score of content of students' pretest that none of students classified into excellent to very good and good to average score but in posttest there were 7 (35 %) students classified into excelleent to very good, and 11 (55%) students classified into good to average score , with the T-test value for post test ($3,58 > 2.042$), and in pretest ($1.48 > 2.042$), it means that score of content are increase then before , where as students had known beetwen the topic and content . and score of organization of students in pretest there was none of students none of students classified into excellent to very good , after posttest there was 5 (25%) students classified into excellent to very good, we can prove with the T-test value for posttest ($2.35 > 2.042$) and in pretest ($1.85 > 2.042$). it means that score of students are increase, student has well organized and cohesive organization. Score of vocabulary of students in pretest that there non of students classified into excellent to very good but in posttest there were 5 students classified into excellent to very good, with the T-test value for posttest ($3.63 > 2.042$) and in pretest ($1.77 > 2.042$). It showed that students score vocabulary improve than before then the

score of language use , in pretest showed that none of students classified into very good and good to average but in posttest , there was 1 (5%) students classified into excellent to very good score and 7 (35%) classified into good to average score with the T-test value in posttest ($3.63 > 2.042$) and in pretest ($0.88 > 2.042$). It means that score of language use increase than before . And the last for score of mechanic that none of students classifies into excellent to very good and good to average score but in posttest there was none of students classified into excellent very good , and there were 4 (20%) students classified into good to average score with the T-test value in posttest ($3 > 2.042$) and in pretest ($1.06 > 2.042$) it means that the mechanic score of students are increase.

Bibliographies

- Adelstein, M.M.E. Pival J.G. 1980. *The Writing Commitment 2nd*. New York.
- Anderson, Mark.1997.Text Type in English 2. Australia: Mackmillan.
- Andriani, Melly. 2009. *Strategi Pembelajaran Think Talk Write*.
(http://www.mtsd.k12.wi.us/MTSD/District/elacurriculum03/writing/think_talk_write.html).Access on 13th April 2012
- Azadeh, Asgari. 2012. ESL Composition profile. Retrieved from [ESL-Composition-Profile-Javobs-1981_files/read.css](#) at February 6, 3013
- Barnet, M. T. 1974. *Elements of Technical Writing*. New York: Delman Publisher.
- Depdikbud. 2006. *Kurikulum Berbasis Kompetensi; Bahasa Inggris*. Jakarta :Departemen Pendidikan Nasional.
- Djamarah, BS. Aswan Zain. 2006. *The Strategy un Teaching and Learning*. PT. Rineka Cipta:Jakarta
- Enre, Fahrudin Ambo.1988.*Dasar-dasar keterampilan menulis*.jakarta ; Depdikbud
- Fatmawati.2009. *increasing writing profeciency through think talk write methode*.
Thesis S1, UMM (Universitas Muhammadiyah Makassar)
- Gay, L.R. 1987. *Education Research Competences for Analysis & Application*.
Second Edition. Ohio: Bell & Howell Company.
- Harris, David. P. 1969. *Teaching English As a Second Language*. New York: Mc. Graw- Hill Book Company.

- Huinker, D&Laughin (1996) *Talk Your Way Into Writing*, in P.c . Elliot & M.J kenny (eds), communication in mathematics k -12, and beyond (pp.81-88), reston , VA: National council of teacher of mathematic
- John,Ann.M.1997.Text,Role and Context.Australia: Cambridge University Press
- Lisda. 2006. *TheInfluenced of Think-Talk-Write toward the Result of Learning Biology*. Thesis S1. Universitas Negeri Makassar.
- Meyers,Allan.2005. Gateway to Academic Writing: Effective Sentences Paragraph and Essay. New York: Longman.
- Mutakdir Abdul (2011) *The Application of Think-Talk-Write strategy in Writing Exposition Paragraph*.
- Nadia, Dwitya (2007) *The Implementation of Think-talk-write strategy to improve students' learn activities in Biology learning*.Universitas Sebelas Maret:Surakarta.
- Neo, Ernest.2005.Narrative for 'O' Level. Malaysia: Longman
- Nurhayati. 2008. *The Strategy of Learning Biology*. Departement of Biology FMIPA UNM. Makassar.
- Rivers.1968.*Teaching Foreign Language Skill*. Cambridge; Cambridge UniversityPress
- Randal, H.2004. *Literacy an introduction* . Ediburgd : Edinburgh University PressLtd.
- Sanjaya, Wina. 2008^b. *Strategi Pembelajaran Berorientasi Standar ProsePendidikan*. Kencana Prenada Media Group. Jakarta.
- Supriyono. 2012. *Developing Mathematical Learning Device Using Ttw (Think-Talk-Write) Strategy Assisted By Learning Cd To Foster MathematicalCommunication*.Muhammadiyah University of Purworejo
- Tarigan, Guntur, Henry. 1994. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Penerbit Angkasa. Bandung.
- Yamin, Martinis.(2009). Taktik Mengembangkan Kemampuan Individual Siswa. Gaung Persada Press Jakarta.
- <http://www.mtsd.k12.wi.us/MTSD/District/ela-curriculum/think-talk-write.html>