

THE USE OF THINK-TALK-WRITE STRATEGY TO IMPROVE STUDENTS WRITING ABILITY

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ABSTRACT

Writing is one of language skill that used to give information to people besides speaking. In writing, the students need ideas to share information to make the good sentences or paragraph as the final product. Writing is considering as one of difficult for students, because in writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. Those become the considerations of the researcher when doing an observation at SMP Negeri 12 Parepare. Then modifying a collaborative learning strategy can become a problem solving in writing. In this case, the implementation of Think-Talk-Write Strategy as a collaborative learning is suggested overcame the problem. The objective of the research is to find out whether or not *The Use of Think-Talk-Write (TTW) Strategy to Improve Writing Ability on Descriptive Text of Eight Year Students at SMP Negeri 12 Parepare*. The researcher applied quasi-experimental method applied two group pre-test and post test design. One class was taken as an experimental class and one class as control class. The samples of the research consisted of 48 students from two classes taken from the population of the eighth year students of SMP Negeri 12 Parepare. The result of the data analysis showed that the students writing ability increase significantly. It could be showed from the mean score of pre-test was 49.04 and the post-test was 84. It could be concluded that the use of TTW Strategy can increase the writing ability of SMP Negeri 12 Parepare. Therefore, the researcher also analyzed the data by using the test formula. The result of t-test value in the post-test was 6.27 and the t-table value was 2.021. It meant that the t-test value was higher than t-table value. Those indicated that H_0 was rejected and H_1 was accepted. It meant that there is significance between the students writing skill of eight year students of SMP Negeri 12 Parepare who are taught through TTW Strategy and who are taught through Expository Strategy.

Keywords: TTW Strategy, Writing Ability, Descriptive Text

ABSTRAK

Selain berbicara, menulis merupakan salah satu kemampuan berbahasa yang digunakan untuk memberikan informasi kepada orang lain. Ketika menulis, siswa membutuhkan ide-ide dalam menyampaikan informasi yang dapat dituangkan kedalam bentuk paragraph sebagai hasil akhirnya. Menulis dianggap sebagai suatu hal yang sulit

bagi siswa karena siswa dituntut untuk menguasai serta harus mampu menempatkan penggunaan bahasa yang benar, serta mampu menggunakan dan memilih kosakata yang tepat dalam menyusun beberapa kalimat. Hal-hal tersebut menjadi beberapa pertimbangan peneliti dalam melaksanakan penelitian ini pada kompetensi yang lemah dalam menulis. Selanjutnya, memodifikasi pembelajaran kolaboratif yang diharapkan dapat menjadi pemecahan masalah pada kekurangan siswa dalam menulis. Dalam hal ini, penerapan strategi Think-Talk-Write (TTW) sebagai strategy pembelajaran yang dapat mengatasi masalah tersebut. Tujuan penelitian ini untuk mengetahui apakah penggunaan Think-Talk-Write (TTW) Strategy dapat meningkatkan kemampuan menulis kelas delapan SMP Negeri 12 Parepare secara significant atau tidak. Peneliti menggunakan metode quassi-eksperimen dengan desain dua kelompok pre-test dan post-test. Satu kelas sebagai kelas eksperimental, dan satu kelas sebagai kelas control. Sampel penelitian terdiri dari 46 siswa dari dua kelas yang diambil dari populasi siswa kelas delapan SMP Negeri 12 Parepare. Hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat dengan signifikan. Hal ini bisa dilihat dari nilai rata-rata pre-test adalah 49.04 dan post-test adalah 84. Hal ini bisa disimpulkan bahwa pengaplikasian TTW Strategy dalam mengajar dapat meningkatkan kemampuan menulis siswa kelas delapan SMP Negeri 12 Parepare. Lebih lanjut, peneliti juga menganalisa data dengan menggunakan rumus uji. Hasil dari nilai t-test adalah 6.27 dan t-table adalah 2.021. Hal ini berarti bahwa nilai t-test lebih tinggi daripada nilai t-table. Hal ini mengindikasikan bahwa H_0 ditolak dan H_1 diterima. Hal ini berarti bahwa pengaplikasian TTW Strategy dapat meningkatkan kemampuan menulis siswa.

Kata kunci: TTW Strategy. Kemampuan Menulis. Teks Deskripsi

INTRODUCTION

English is very important to learn. If the people are master in English language, it can be useful to develop the culture, economic, politic and education. English as an international language, it is principle ways that use to communicate. The people can use the English language to interact with the other country in the world. There are four English language skills, they are listening, speaking, reading and writing. Generally, language can be spoken and written, so it is also necessary to learn writing.

Writing is one of the language skills that is used to give information to people besides speaking. Harmer (2007:33) states that writing is frequently useful as preparation for some other activity, in particular when the students write sentences as a preamble to discussion activities. While McDonald (2008:7) state that writing is usefully described as a process, something which shows continues change in time like growth in organic nature. Wallace (2004:15) states that Writing is the final product of several

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separate acts that hugely challenging to learn simultaneously. In addition, writing is one of the language skills that should be mastered by the students.

In writing, the students need ideas to share information to make the good sentences or paragraph as the final product. Writing is considering as one of difficult for students, because in writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. Based on the researcher observation, by interviewing the English teacher. The English teacher Explain that “there are consists of 95 students. 65% of them (around 55 students) get scores under 70”. It is fair classification because of the Minimum Achievement Criteria (KKM) from the Ministry of National Education (Kemendiknas) and SMP Negeri 12 Parepare, is 75. Those become the considerations of the researcher when doing an observation at SMP Negeri 12 Parepare. Then modifying a collaborative learning strategy can become a problem solving in writing. In this case, the implementation of Think-Talk-Write (TTW) Strategy as a collaborative learning is suggested overcame the problem.

TTW is the strategy that introduced by Hunker & Laughlin (in Supriyono:74) which is basically built through thinking, speaking, and writing. Supriyono (2011:74) states that the step of Think-Talk-Write Strategy starts from the involvement of students in thinking or in having a dialogue with themselves after the process of reading. Then they talk and share ideas with his/her friends before writing. This atmosphere is more effective if it is done in a heterogeneous group consisting of 3-5 students. In this group, the students are asked to read, to make a little note, to explain, to listen, to share and to express ideas through writing.

Think-Talk-Write (TTW) Strategy will be effective to facilities the students in writing because the students practice work together to express and reflect their minds. The students will be relaxed if they work together (solve the problem). The student can think what they know and share it with their member of groups. Finally, they can write on paper after they discussion with their group. According to Huinker & Laughlin (In Astuti 2014: 40) there are three stages in Think-Talk-Write (TTW) Strategy they are: Thinking Stage, Talking Stage, And Writing Stage. Therefore, the objective of the research is to find out whether or not the use of Think-Talk-Write (TTW) Strategy to improve writing ability on the descriptive text of eight year students at smp negeri 12 parepare.

METHOD

The strategy applied in this research was quasi-experimental design. The researcher used two classes as a sample, namely experimental class and control class. The population of this research was the eight year students of SMP Negeri 12 Parepare in academic year 2015/2016 which consists of 4 classes. So the total population of students is ninety-six students. The researcher clustered random sampling technique where one class as an experimental class and one class as a control class. They were class 8.2 which consists of 24 students as an experimental class and class 8.3 which consists of 24 students as a control class. The instrument in this research was writing test on descriptive text using minimum 80 words with the allocation time 2x40 minutes. The test consists of pre test and post test. While, the hypothesis of this research consists of : a). Null Hypothesis (H_0) There was no significant difference in the writing ability of the students who are taught by using Think-Talk-Write (TTW) and the students who are taught by using Expository Strategy. b). Alternative Hypothesis (H_1) There was any significant difference in the writing ability of the students who are taught by using Think-Talk-Write (TTW) and the students who are taught by using Expository Strategy.

RESULTS AND DISCUSSION

The writing ability of the students showed that the students had very low scores of writing ability in the pre-test. In the pre test the researcher found some lack of students writing ability on writing test. From 24 students, there were only 2 students got a good classification. Moreover, 9 students got fair classification, 5 students got a poor classification and 8 students got very poor classification in experimental class. While, the rate percentage of control class above showed that from 24 students, 2 students got a good classification. Moreover, 7 students got fair classification, 11 students got a poor classification and 4 students got a very poor classification. It means that both of classes categorized poorly before treatment.

Meanwhile, the data of the students writing ability of experimental showed that the students had the high score of writing ability in post-test. In experimental class, there were 11 students got a very good score. Moreover, there were 13 students got a good score and there was no students got a fair, poor and very poor score. The data of students writing ability of control class showed that the students had high enough score of writing ability in post test, where there were 2 students got a very good score. Then, there were 19 students got a good score, 1 students got a fair score, finally, there were 2 students got

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a poor score. So it concludes that there is significance difference between the students' writing skill of the eighth year at SMP Negeri 12 Parepare who are taught through TTW Strategy (Experimental class) and who are taught through Expository Strategy (Control class).

Writing is basic language skill, as important as speaking, listening and reading. In the same manner, Tarigan (2013) explains that writing is one of the language skills which used to communicate indirectly without having face to face with other people. There are many types of writing in teaching and learning process. According to The Department of Education and Communities (in anizah (2015:10), that there are some types of writing. They are Recount, Report, Discussion, Explanation, Exposition, News Item, narrative and decriptive. In this research the researcher just focuses on descriptive text.

This research applies three part TTW strategy namely, thinking stage, talking stage and writing stage, and it supported Hunker and Laughlin (in Astuti 2014). The procedure and the teacher position in TTW strategy in this research were applied based on Silver and Smith (in Suminar & Putri 2015). Meanwhile, the research method included research design, research variable, population, sample, instrument, procedure collecting data, the rate the students percentage, calculating mean score, standard deviation, and t-table supported Gay (2006). After that, the score was tabulated by using some criteria such as content, organization, vocabulary, language use, and mechanics was applied based on Jacob (1981).

A pre-test in this research was the writing test. The researcher asked the students to write a descriptive text based one theme that the students choose (the themes about my family, my idol teacher, my classroom and my favorite place). In experimental class, generally students cannot write which appropriate with the instruction of the test. This can happen because they were not ready to write if there was not the instruction which given before for the teacher. While, in control class was similar to the experimental class. The students writing ability was not good exactly. The problem was same. They do not have enough ability to write. So, when the researcher conducts pre-test, the students cannot write descriptive text. It showed that the writing ability in both classes was very low.

After the researcher applied this research, the result of this research explains that before the researcher gave the treatment to the students' ability in writing was poor, it was proven by the percentage of the two group (experimental class & control class) and the mean score from the pre test obtained by the students of experimental class 49.06 and

control class 49.63. It indicates the mean score of two classes are almost same then, there was no significant different between the students in the control class and experimental class.

To improve students' writing ability, the researcher applied treatment to the students for four meetings. After pre-test, the researcher applied TTW Strategy to experimental class and Expository Strategy to control class. From the treatment, the students could write some kinds themes from the researcher. In the first meeting, the students could write a descriptive text about my classroom. The second meeting, the students could write a descriptive text about my favorite place. The third meeting, the students could write a descriptive text about my family. The last meeting, the students could write a descriptive text about my idol teacher. Besides that, the researcher also observed that students in experimental class felt interested because the students could see the environment which could not be found in the classroom. It is different with the students in the control class. The researcher observed that students felt bored because there was no interesting learning process in the classroom. The students just listened to the explanation from the researcher and did the task. So it could influence the interest of students.

Post-test in this research was a writing test which gives to students after treatment. Post-test was conducted to know the progress of students' writing ability after gave the different treatment. The resulting finding in post-test of experimental class showed that there was difference mean score between pre-test and post-test. This proved that TTW Strategy gave the effect of students' writing skill. Most of the students were able to write very well, especially wrote descriptive text.

After giving the treatment for four times to each class, there was an improvement of the student's progress from pre-test to post-test. It showed that mean score of post-test by the students in both the classes were different which the mean score in post-test was higher than in pre-test of experimental-class. The mean score in pre-test was higher than in post-test control-class. After applying t- test formula, the result computation of t-test was - 0.13 for pre-test and 6.27 for post-test. If we consulted with the t-table (2.021) value with the degree of freedom ($df = n_1 + n_2 - 2 = 24 + 24 - 2 = 46$) and level significant $\alpha = 0,05$ were significantly different.

This research result expresses that TTW strategy is effective to facilitate the students in writing because the students practice work together to express and reflect their minds. The students will be relaxed if they work together. The students can think what

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they know and share it with their member of groups. Finally, they can write on paper after they discussed with their group. It supported the researcher conducted by Maulidah, Musyarofah & Aulia (2013), and then Pratiwi & Sihombing (2012), they success to improve the students' writing ability through TTW strategy in the descriptive text which the researcher is using the same strategy in this in this research. The researcher and the previous researcher also used same kinds of text (descriptive text). Next, Sari, Saun & Rusdi (2014), they success of using Think-Talk-Write Strategy in Teaching Writing Analytical Exposition Text Toward Grade XI Students Writings' Achievement at SMA N 10 Padang. Then, Astuti, zainil & Kusni (2014) success to improving students writing skill of recount text by using Think-Talk-Write Strategy at Grade VII.B of MTS SMQ Bangko. And also, Astuti, zainil & Kusni (2014) success to improve students' achievement in writing spoof text through applying Think-Talk-Write Strategy. It is also supported if the using of TTW strategy in other types of writing.

As a teaching and learning writing ability through TTW Strategy, the students' writing ability was higher than before. The students were able to express their idea in writing text. It could be proved by t-test value (6.27) of post test was higher than the t-table value (2.021). This indicated that H_0 rejected and H_1 was accepted. It meant that there was any significant difference between the writing ability of the students who are taught through TTW Strategy and the students who were taught through Expository Strategy. In other words, teaching writing through TTW Strategy was getting much more improvement than Expository Strategy.

The researcher concluded that trough TTW Strategy can increase the writing ability of the eight year students of SMP Negeri 12 Parepare. It can be concluded that TTW Strategy is an effective method to increase the writing ability of the eight year students' of SMP Negeri 12 Parepare. It could be proved from the result of the research which stated that the null hypothesis was rejected and the alternative hypothesis was rejected and the alternative hypothesis was accepted. Therefore there is a significant different between the progress in students' writing ability who were taught trough TTW Strategy.

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