EFFECTIVENESS OF THINK-TALK-WRITE STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY

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Abstrak

Menulis adalah cara mengungkapkan pikiran kepada pembaca dalam bentuk tulisan. Menulis adalah keterampilan yang diperlukan dalam komunikasi tertulis. Dengan menulis siswa dapat mengeksplor idenya dalam bentuk tulisan. Sebuah tulisan yang baik tidak selalu mudah dan mungkin menjadi tantangan bahkan untuk siswa terbaik. Salah satu strategi pembelajaran menulis adalah strategi Berfikir-Berbicara-Menulis. Strategi ini digunakan untuk mengembangkan sistem pembelajaran yang efektif dan efisien. Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis siswa setelah diajar melalui strategi Berpikir-Berbicara-Menulis. Sampel penelitian adalah Kelas XI SMAN 2 Totikum dan jumlah sampel dikumpulkan denganmenggunakan teknik random sampling sebanyak 20 siswa di kelas XI IPA. Metode pre-experimental diterapkan dalam penelitian ini dengan satu kelompok pra-tes dan pasca-tes. Instrumen yang digunakan untuk mengumpulkan data adalahtes menulis dan komponen menulis yang diukur adalah tata bahasa dan kosakata dan pembelajaran berlansung selama lima minggu. Hasil pra-tes adalah 64.5 yang termasuk dalam klasifikasi skor sedang dan nilai rata-rata pasca-tes adalah 83.25 yang termasuk dalam klasifikasi skor baik. Standar deviasi pra-tes adalah 6.262 dan standar deviasi pasca-tes adalah 7.122. Hal ini didukung dengan nilai signifikansi uji-t lebih kecil dari 0.05 (0.00<0.05). Oleh karena itu, hipotesis alternatif diterima dan hipotesis Null ditolak. Dan nilai tes mengalami peningkatan yang signifikan, sehingga peneliti menyarankan agar strategi Berpikir-Berbicara-Menulis dapat digunakan sebagai media alternatif dalam pengajaran menulis.

Kata kunci: *Strategi berpikir-berbicara-menulis, kemampuan menulis*

Abstract

Writing is the ways to express thoughts to the reader in the form of written. Writing is a skill that is required in written communication. By writing, students can use explore their idea in writing form. A good writing is not always easy and may be achallenge even for the best students. One of the learning strategies of writing isthe Think-Talk-Write (TTW) strategy. This strategy is used to develop an effective and efficient learning system. The purpose of this research was to determine the improvement of students writing ability after being taught through Think-Talk-Write Strategy. The research sample was Class XI of SMAN 2 Totikum and the

number of which was collected using random sampling techniques as many as 20 students in class XI IPA. Pre-experimental method was applied in this research with one group pre-test and post-test design. The instrument used to collect data was writing test and the components of writing thatmeasured were grammar and vocabulary and the study lasted for five weeks. The result of pre-test was 64.5 it was indicated in fair score classification and the meanscore of students' post-tests was 83.25 it was indicated in good score classification. The standard deviation of pre-test was 6.262 and the standard deviation of post- test was 7.122. This is supported by the significant t-test value is less than 0.05 (0.00 < 0.05). Therefore, the Alternative hypothesis was accepted and the Null Hypothesis was rejected. Test scores are significant improvement, so the researcher suggests that Think-Talk-Write strategy may be used as alternative media in teaching writing.

Keywords: Think-Talk-Write Strategy, Writing ability.

INTRODUCTION

The focus of this research is the use of Think-Talk-Write strategy to improve students' English writing ability (Huda (2013; Sulaiman, R., Akidah, I., 2021). Think-Talk-Write (here after TTW) strategy is a cooperative learning strategy that encourages students to think, speak, and then write on a particular topic. Through this strategy, students can process the ideas that have been discussed before putting them into writing. The Think-Talk-Write (here after TTW) strategy is a sequence of processes of thinking, discussing, and writing. Think-Talk-Write Strategy (here after TTW) invites individual learners to think first about material related to everyday problems, then learners are invited to exchange ideas through group discussions. After that, learners write down ideas to make an exposition essay obtained through the previous stages. It is expected that the writing produced by learners is the result of reflection and the process of exchanging ideas during group discussions. Think-Talk-Write is a strategy introduced by Ratna (2015), Sulaiman, R., Muhajir., (2019), these strategies basically built through thinking, speaking, and writing. The flow advances Think-Talk-Write strategy starting from involvement of students in thinking or dialogue with itself after the reading process. Then talk and share ideas (sharing) with friend before writing. This atmosphere is more effective if done in group with 4-6 students. In this group of students requested making notes, explaining, listening and sharing ideas with friends and express them through writing. A strategy learning that is expected to develop the ability problem solving is a Think-Talk Write (here after TTW).

Sari (2014), Hadijah., Basri, D, M., Halijah, S., (2018) clarifies that the processes of Think-Talk-Write strategy are in three steps, they were: 1)Think, in this step, students are engaged in thought-a reflective dialogue with themselves. The students write down the ideas and anything they are thinking about something in their own language on a piece of paper. 2)Talk, the next step is talk activity which is the student begin talking. In talking step, the students are divided into groups of four or five academically. This step allows students to discuss about what they have done in the first step. In this step, the students reflect, arrange, and share ideas in group discussion form. In addition, Sari (2014) and Yunus, M., (2017) says that by talking to a sympathetic partner, a student can test ideas, explore words, experiment with different methods of organization and not lose valuable thoughts. 3)Write, in this step, the students write the result of discussion they get from the previous steps. According to Femina (2018) and Muhajir., Sulaiman, R., Ismail, U. (2018) the role and duties of teachers in an effort to make effective use of strategic think-talk-write is filed

and provides tasks that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored I the discussion, and to monitor, assess, and encourage students to actively participate (Syamsu, A., Yunus, M., Sulaiman, R., 2019). Tasks that prepared students are expected to be the trigger to work actively. Based on preliminary observation, of interview an english teacher in SMAN 2 Totikum named Mrs. Marlina. She said that most students cannot write in English well. Students only write homework, not to improve their knowledge. When students receive writing assigments, they write their answer directly without thinking first. Students are not interested in writing because they do not understand what they want to write. Think-Talk-Write Strategy offers an opportunity to students to do exactly. Think Talk Write Strategy as content-based instruction, a think approach aims to provide learners with a nature content for language use (Syarifuddin, S., & Hasyim, I., 2020). Based on the explanation above, the researcher intends to conduct a research under title "The Use of Think-Talk-Write (here after TTW) Strategy to Improve Students' English Writing Ability".

METHOD

The method applied in this research is pre-experimental method. The researcher used a test to collect data and conducted two kinds of tests, namely pre-test and post-test. pre test was done before implementing the TTW strategy. while the post test was carried out after implementing the TTW strategy. The treatment was conducted 3 times and spent 60 minutes in each meeting. The population and sample of this research was XI grade students of SMAN 2 Totikum which consist of three classes and took the students of XI IPA class, which consist 20 students.

FINDING AND DISCUSSION

The finding of this research deals with the students' scores of pre-test and post-test, the frequency distribution and percentage of the students' score, the means score and standard deviation, and the t-test value. The findings were described as follows.

Table 1. Frequency distribution and precentage of students' pre test

No.	Classification	Score	F	%
1	Very Good	91 – 100	-	-
2	Good	76 – 90	-	-
3	Fair	61 – 75	12	60 %
4	Poor	51 – 60	8	40 %
5	Very Poor	0 – 50	-	-
	TOTAL		20	100%

Table 1 showed the frequency and the percentage of the students' pre-test. There was no students got very good and good score, 12 (60%) students got fair score, 8 (40%) students got poor score, and there is no students got very poor score. From the result it can be concluded that the students' writing achievement on pre-test range fair to poor classification.

Table 2. Frequency distribution and precentage of students' post-tets

No.	Classification	Score	F	%

1	Very Good	91 – 100	1	5 %
2	Good	76 – 90	14	70 %
3	Fair	61 – 75	5	25 %
4	Poor	51 – 60	-	-
5	Very Poor	0 – 50	-	-
TOTAL			20	100

Table 2 above showed the frequency and the percentage of the student's post-test 1 (5%) students got very good score, 14 (70%) students got good score, 5 (25%) students got fair score and none of students got poor and very poor score. From the result it can be concluded that the students' writing achievement on post-test range very good to fair classification.

Table 3. Frequency Distribution and Percentage of Students' Score for Grammar

No.	Classification	Score	Pre-test		Post-test	
			F	(%)	F	(%)
1	Very Good	41-50	-	-	6	30 %
2	Good	31-40	4	20 %	12	60 %
3	Fair	21-30	16	80 %	2	10 %
4	Poor	11-20	-	-		-
5	Very Poor	0-10	-	-	-	-
TOTAL			20	100 %	20	100 %

The table 3 showed that the frequency distribution and percentage of students' score for grammar in pre-test and post-test. From the table above, the same cases of very good and good classification showed that it had significant increased of the percentage of the students score which in the pre-test 20% student were in the good classification, but after gave the treatment there was improvement with the students' score 60% students that reached this classification in post-test, also in pre-test 0% student was in very good classification but in post-test increase to 30%. Meanwhile, in adequate to fair classification the percentage of the frequency of the students' score was 80% in pre-test then lessen on to 10%. Poor where in post-test 0% student in the classifications. The means had an upgrading with the students' writing ability especially in grammar assessment after gave the treatment.

Table 4. The Frequency Distribution and Percentage of Students' Score for Vocabulary

No.	Classification	Score	Pre-test		Post-test	
			F	(%)	F	(%)
1	Very Good	41-50	-	-	15	75 %
2	Good	31-40	13	65 %	5	25 %
3	Fair	21-30	7	35 %	-	-
4	Poor	11-20	-	-	-	-
5	Very Poor	0-10	-	-	-	-
TOTAL			20	100%	20	100 %

The table 4.6 showed that the frequency distribution and percentage of students' score for vocabulary in pre-test and post-test. From the table above, there were 7 students or 35% with fair categories and 13 students or 65 % in the good categories. The table above also showed the post-test result. There were 5 students or 25% with good categories and 15 students or 75 % in the good categories. That was, the score and precentage students vocabylary on the post-test are better than the pre-test bacause the precentage of the post-test rate was higher than the precentage of the pre-test.

Table 5. The mean score and standard deviation of Pre-test and Post-test

After calculated the result of students' pre-test and post-test, the mean score and standard deviation presented in the following table:

Total	Mean score	Standard deviation
Pre-test	64.5	6.262
Post-test	83.25	7.122

Table 4.7 above showed the mean score of students' pre-test was 64.50, it was indicated in fair score classification and the mean score of students' post-test was 83.25 it was indicated in good score classification. The standard deviation of pre-test was 6.262 and the standard deviation of post-test was 7.112 The mean score of the students' post-test was higher than the mean score of the students' pre-test, while the standard deviation of the students' pre-test was higher than the standard deviation of the students' post-test. A normality test is a test that is carried out with a target for assess the distribution of data in a group of data or variables, whether the distribution is normally distributed or not. According to Sugiyono (2021). In conducting hypotesis research, it is necessary to checked the normality and homogenity tests. Which aims to determine wether the data obteined are distributed or not. In this study, researcher checked the normality test using the shapiro wilk method on SPSS V.26 The result of the normality test can be seen as follow:

Table 6. Normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pretest writing	,164	20	,166	,922	20	,110
posttest writing	,247	20	,002	,909	20	,062

a. Lilliefors Significance Correction

Based on the normality test table above, it showed that the pretest and postest data values were normally distributed. Because there is a significant change in value greater than 0,05 that was 1,10 for the pre-test and 0,64 for the post-tets. Think-talk-write strategy started with how the students think about a solution of a problem and then comunicated their result through disscussions. This strategy helps develop language fluency both in oral and written form. Futhermore, the strategy is based on the interaction of learning to be social action. This strategy helped students to make writing easier bacause it connects ideas and stimulate thingking to generate new ideas. The

process of producing clear ideas helps students to think and be creative so that they can produce a good writing and can improve the students' writing skills. Based on the above discussion, the researcher inspired to conducted research on students. The ThinkTalk-Write has three steps. First, think is to use the power of mind is produce ideas. By thinking, students can develop their ideas by comparing and setting that test present ideas with theirs and know wich ideas are being disscused can. Also, talking with their friends can encourage students to share and test their ideas for better ideas . each students may have a different prespective on the ideas discussed.

The second is Talk. Talking is to speak in order to provide information or to express feelings and ideas. By Talking and testing their ideas, students write with confident in their own language, believing that theur ideas are good. The last step is Wrire. Writing uses symbols (letters, punctation,and spaces) to convey thouhgts and ideas in clear form. The result of discussion they get from the previous steps. The result of data analysis throuh writing grammar showed that students ability increased by 30%. This is indicated by frequency distribution and precentage of a significant students score (very good classification) from a pre-test 0 (0%) < 6 (30%) on the post-test. It can be concluded the Think-Talk-Write Strategy can be used in teaching writing ability. The results of data analysis through writing vovabulary showed that students ability increased by 75%. This is indicted by frequency distribution and precentage of a significant students score (very good classification) from a pre-test 0 (0%) < 15 (75%) on the post-test. It can be concluded the Think-Talk-Write Strategy can be used in teaching writing ability. After applied the Think-Talk-write Strategy in SMAN 2 Totikum, the students' writing ability in descriptive text improved as the test results showed a significant difference between t-test and t-table value given. A description of the data collected through the writing test, as described in the previous section, indicates that students writing has improved. This is supported by the frequency and precentage of students after writing descriptive text through the Think-Talk-Write Strategy was better than before the treatment given to the students.

CONCLUSSION

Based on the result of research that has been done, it can be concluded that the students' writing ability in descriptive text increased after applied the Think-Talk-Write Strategy. Procedure shows that there is significant difference between before and after giving treatment by think talk write strategy. It was supported by frequency and rate percentage of the result of the students' score after presenting writing descriptive text through Think- Talk Write strategy was better than before the treatment given to the students. The result showed that the students' writing ability in descriptive text before given the treatment (Think- Talk- Write Strategy) was low which the score is 55 that mean score under the standard. Meanwhile, the students' writing ability in descriptive text improved after applying Think-TalkWrite Strategy. The lowest score of pre-test was 55 and the highest score was 75 with the mean score 64.5 Meanwhile after giving a treatment in the post-test the lowest score was 70 and the highest score was 95 with the mean score 83.25, it means that once there is treatment by using Think-Talk-Write Strategy is effective and significantly influential in improving students' writing ability.

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