



The Effectiveness Of Think-Talk-Write (TTW) Strategy On Students' Writing Skill Of The Tenth Grade Students At Smkn 1 Sukasada In The Academic Year 2019/2020

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ABSTRACT

This research aimed at investigating whether or not the use of Think Talk Write (TTW) strategy has an effect on the writing skill of tenth grade students' at SMKN 1 Sukasada in writing narrative text. This experimental study was carried out using Non-Equivalent Control Group Design. There were two classes chosen as sample, experimental and control group. The obtained data were analyzed descriptively and inferentially. The results of data analysis showed that mean score of experimental group (74.82) was higher than control group (71.22). Moreover, result of independent t-test revealed that there was a significant difference on students' writing skill (Sig.(2-tailed) = 0.008, $p < 0.05$). These results indicated that Think Talk Write (TTW) strategy gave significant effect on writing skill of tenth grade students at SMKN 1 Sukasada. As conclusion, alternative hypothesis is accepted in which the students from experimental group achieve better than those students from control group..

1. Introduction

English is known as one of the obligatory subjects for the students. There are four major skills that should be mastered by the students in order to be a good English learner. Writing is one of the most difficult skills to master for EFL students Zemach and Islam (2005). It is because during the writing process, the students have to consider many other aspects such as quality of content, organization, grammar, vocabulary and also mechanic of their writing. This indicated that writing is not an easy skill to be mastered by the students. Therefore, teachers as a facilitator have to find a joyful strategy that may help the students in writing class. Reiser (2002) states that teacher can use various strategies of teaching to achieve the goal of teaching and learning and also help the students in the classroom. Choosing the appropriate strategy enables the teacher and the students reach the learning goals. Moreover, according to Astrini et al., (2003), the use of appropriate teaching strategy can motivate the students along the process of writing. There are many strategies that the teacher may implement in teaching writing. Think-Talk-Write (TTW) strategy is one of the teaching strategies which are appropriate in teaching writing.

Think Talk Write (TTW) is a teaching strategy that used to exercise the language before it is written (Suyatno, 2009). This strategy is starting with thinking through reading. Then, the result of reading was communicated through presentation or discussion. At the end, the outcome of the discussion will be displayed in writing. Moreover, according to Huinker and Laughlin (1996:82). Think-Talk-Write (TTW) Strategy is a strategy that reflects and tests the organization of ideas before students are expected to write it. The implementation of TTW strategies in English learning will provide experience for the students in solving the contextual problems and to improve the students' writing skill especially in organization of the idea in English. Murni et al., (2018) also support the idea that Think Talk Write (TTW) teaches students how to think concepts, discuss their ideas, and share the result in writing.

Think Talk Write (TTW) strategy has three major phases. The first phase is Think. In this phase, the students will first try to understand the problem. Then, ideas of the solution will follow. Students will make a plan about what they are going to write. Then, the second phase is Talk. The students can also negotiate, discuss and revise their thought or concept with their group mates in here. Finally, the last phase is Write. In this phase, the students will write the outcome of their thought through discussions and negotiations.

Think Talk Write (TTW) strategy is a way for students to master writing by getting them to think creative, talk actively and enjoy writing their idea. This is strongly supported by Murni et al., (2018) who published a report called "*Improving Students' Achievement In Writing Narrative Text Through Application of Think Talk Write Strategy at AL-HUSNA boarding school*". The goal of this classroom action research was to find out the increment of the students' achievement in writing narrative text by using Think Talk Write (TTW) strategy. The outcome of this study shows that the application of Think Talk Write (TTW) strategy has increased the writing performance of the students. Second, at Universitas Cokroaminoto Palopo, Indahyanti (2017) released a report on the use of TTW strategy for students' writing ability. The focus of this report was to find out whether the implementation of Think Talk Write (TTW) strategy enhances the ability of the students to write. The teaching and learning writing using TTW strategy went well, and most of the students were excited during the class. In addition, the result of this report reveals that the students' writing performance has improved through TTW strategy. Third, Wiyaka and Ansori (2013) held a study on The Effectiveness of Think-Talk-Write (TTW) Strategy in Improving The Ability of Students in Writing Descriptive Text at Man Demak. The objective of this study was to obtain empirical evidence on the use of TTW strategy in learning descriptive text writing. This result of study has established a successful implementation of TTW strategy. In other words the implementation of TTW strategy give a great significant effect for students in learning writing descriptive text. Suminar and Giska (2015) are other researchers who have conducted research on the effectiveness of TTW (Think-Talk-Write) strategy in teaching writing. At UNSWAGATI CIREBON, they examine the influence of TTW (Think-Talk-Write) strategy in teaching descriptive text writing. Quasi experimental was used as research design. At the end, this study discovered that TTW strategy helped the students compose narrative well.

In addition, according to Lutfiyah (2011) there are two main benefits of implementing Think Talk Write (TTW) strategy. The first is Think Talk Write (TTW) strategy forces the students to explore a problem actively. The student will improve their thinking, talking, and writing which encourages them to study hard and find knowledge from various sources to complete the given problem. The second is heterogeneous group which increases the social interaction of the students. In the implementation of TTW strategy, the students will form many group that consist of 4-5 students. Then, the students have to discuss and negotiate about their problem with the other member within the group.

Although Think Talk Write (TTW) strategy has many advantages through its implementation, some disadvantages still exist. According to Murni et al., (2018), there are three main disadvantages of implementing Think Talk Write (TTW) Strategy in classroom. First, this strategy is suitable in teaching descriptive and narrative only. The second is that in implementing Think Talk Write (TTW) strategy, it needs more time to present and correct the students' work. The last is that many students often have a hard time in presenting their ideas.

In writing narrative text, the students tell story that is related with the topic. Meyers (2005) notes that narrative is one of the most appropriate ways of interacting with others. An excellent written narrative will help your readers react to various events in your life as if it were yours. Not only will they understand the event but they can almost feel it as well. Anderson, M., & Anderson (2003) also argues that narrative is a form of text that reveals a story and, in doing so, entertains or informs the reader or listener. As conclusion, narrative text is a type of text which is used to talk about factual past events or experiences in order to impress and entertain the reader. This type of text is also taught in SMKN 1 Sukasada. Based on curriculum 2013 (revision version), it is stated that narrative text is given in this semester for the tenth grade students in Vocational High School.

2. Methods

This research was experimental research in form of quasi experimental which conducted at SMKN 1 Sukasada. Non equivalent control group design was applied since this research did not have randomly assigned groups. The main instrument of this research was writing post-test. Then, lesson plan was used as guidance for the teacher in teaching. There were two types of lesson plan. The first lesson was for control group and the second lesson plan was for experimental group which applied TTW strategy. Lesson plan for experimental group was designed based on the procedure of teaching writing narrative text through the implementation of TTW strategy which stated by Shoimin (2016). Moreover, writing scoring rubric was used to assess and analyze the students' writing in post test. The result of students' writing was scored based on the writing scoring rubric of writing that adopted from Turgut & Kayaoğlu (2015) which included five dimensions. They were quality of the content or the development of the idea, organization of ideas, the selection of vocabulary, language use, and mechanic.

3. Result and Discussion

In this research, the finding concerned with the result of the post-test score. The result of the post-test was analyzed by using descriptive and inferential analysis. Descriptive statistics in this research provided information about the mean, median, mode, range, standard deviation and variance of both groups' post-test result. Meanwhile, inferential statistics was used to determine whether or not there was significant different between students' narrative writing who were taught by using Think-Talk-Write (TTW) strategy and without TTW strategy.

Table 1. Summary of the Descriptive Analysis Result

Groups	Score					
	Mean	Median	Mode	Range	Std. Dev.	Variance
Experimental Group	74.82	76	76	20	5.73168	32.852
Control Group	71.22	72	73	21	5.33626	28.476

First, descriptive statistical analysis of the post test revealed that the experimental group achieved a higher score than the control one. The mean score for the experimental group was 74.82 while another group which was the control group achieved 71.22. In a sight, there were only 3.6 ranges of score between both mean scores but it still could be inferred that students in the experimental group got a higher score. From this calculation, it could be temporarily concluded that the experimental group which was taught by Think Talk Write (TTW) strategy achieved a better score than the one which was taught by using conventional teaching. Secondly from the inferential statistic, after conducting the data analysis descriptively, the data were analyzed inferentially to figure out the difference between students from experimental group who were taught by using Think Talk Write (TTW) strategy and from students and from students who were taught by using conventional technique during four times of treatment by using different technique. The result independent sample t-test revealed that there was a significant different from the used of Think Talk Write (TTW) strategy towards students writing skill between the experimental and group control. This was due to the result of t was 2.720 which higher than t_{table} which was (1.995) (df = 68, $\alpha = 0.05$). This accepted the alternative hypothesis in which stated that there is a significant different of student writing skill between students taught by using Think Talk Write (TTW) strategy and student who were taught without using Think Talk write (TTW) strategy.

Table 2. The Result of Independent Samples T-Test

ScoreP ostTest	Equal variances assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidenc e Interval of the Difference Low er	Upper
		167	.684	2.720	68	.008	3.60000	1.32371	.958 57	6.24 143

The result independent sample t-test showed that there was a significant different from the used of Think Talk Write (TTW) strategy towards students writing skill between the experimental and group control. This was in line with the result of t was 2.720 which higher than t_{table} which was (1.995) (df = 68, $\alpha = 0.05$). This accepted the alternative hypothesis in which stated that there is a significant different of student writing skill between students taught by using Think Talk Write (TTW) strategy and student who were taught by using conventional technique in tenth-grade student at SMKN 1 Sukasada.

In addition, the effect of using Think Talk Write (TTW) strategy towards students' writing skill gave large effect. It is because the result of effect size analysis showed that the effect size of this study was 1. 024 which means that the use of Think Talk Write (TTW) strategy gave good effect on students' writing

skill of the tenth-grade students at SMKN 1 Sukasada since the scale from Cohen's shows that 0.80-1.0 is categorized as having a large effect size. From the calculation of descriptive and inferential statistics, it could be temporarily concluded that there was a significant effect of using Think Talk Write (TTW) strategy towards students' writing skill of tenth-grade students in SMKN 1 Sukasada and null hypothesis was rejected.

In conducting this research, the writer found some strength during the learning process. The first strength was students became active in the class. In this recent study, by using Think Talk Write (TTW) strategy the students were forced to express their idea through writing. Although they worked in a group, they were encouraged to express themselves as individuals. This also supported by Aziz & Maaliah (2017) who states that Think Talk Write (TTW) strategy gives opportunity for students to demonstrate their understanding of newly learned material.

The second strength was creativity. Creativity in writing is really important for young learners in order to develop their Basic English skill. In this research, students used their own experience to speak in discussion because they were free to generate ideas after hearing their member of group's idea. Then, Think Talk Write (TTW) strategy helps the students to make their own creativity for the story. They could write whatever they want but still on topic. The previous research conducted by Lutfiyah (2011) also showed that Think Talk Write (TTW) strategy already inspires students' creativity in the class. It was also stressed by Zulkarnaini (2011) which stated that Think Talk Write (TTW) strategy's activity build students creativity in finishing their task.

Related with writing skill, there were five aspects of writing that students should take more attention in this research. The aspects are content or the development of the idea, organization of ideas, language use, the selection of vocabulary, and mechanic. Thus aspects were described below:

The first is content or the development of the idea. Before implementing this strategy, students looked so confused to decide the main idea and supporting details of their writing. However, after teacher implemented this strategy in which it is consisted with think, talk, and write stage, students were guided to choose the main idea and also supporting details easily. It is because the students were guided to decide the theme first and then they develop the idea through deciding the supporting details. But before deciding the theme and the supporting details, teacher measured all students to read and understand about the text given first. It is also supported by Murni et al., (2018), who found that students were indicated has clearly "planned" their method of development for their texts during the implementation of Think Talk Write (TTW) strategy. In other words, students were having well plan in developing the idea of their written text through the implementation of TTW strategy.

Organization of ideas is the second aspects. In pretest, it was found that students made unwell organized ideas. It proved when the narrative were not suitable with the topic chosen. In other words it can be said that the supporting details did not support the topic sentence. On the other hand Think Talk Write (TTW) strategy was believable to led students to write well connected information. It is also supported by Huinker and Laughlin (1996:82) who found that the implementation of TTW strategies in English learning will provide experience for the students in solving the contextual problems and to improve the students' writing skill especially in organization of the idea in English.

The third aspect is language use. In this aspect student was expected to write with appropriate grammar, effective sentences, word order, pronoun, article and proposition. In reality, before the teacher implemented TTW strategy, students did not know whether or not they apply appropriate grammar, effective sentences, word order, and so on. It is because when teacher asked students to write a text, some students only copy paste a text in the internet which made them ignore the use of grammar, effective sentence, word order, and so on. After teacher implemented this strategy, teacher gave comment for the students' writing. Teacher commented on the grammar mistakes. Besides that, teacher also explained the correct one in the next meeting. Some students looked so aware with their mistakes, and they were trying not to repeat it again.

The next is selection of vocabulary. Vocabulary became one of the important aspects that students should have while they were writing. Through the implementation of Think Talk Write (TTW) strategy students were able to have a lot of vocabulary. It is because they were forced by the teacher to discuss about their ideas with their friends in the group. Developing the ideas through discussion give the students many vocabularies which are appropriate to be used in the sentence. Besides that, teacher used to tell students to find the meaning of the difficult words in the dictionary. This activity led student to enrich their vocabulary.

The last is Mechanism. Mechanism in this research refers to a written text which is free from misspelling, and words are capitalized correctly, it is written neatly. In implementing TTW strategy teacher was led to correct the students' work. Some of the students' work were did a mistake in capitalization. It is found that several students did not write the title of their writing in capital. Then

teacher explain the used of capitalization in writing a text in order to make students understand with the use of capitalization in writing a text. On the other hand, the students' work becomes written neatly. It proved since students planned the theme and rheme before writing a text. The stage of TTW strategy gave students guidance about what they write and which make their writing written neatly. According to Indahyanti (2017) the use of TTW strategy guides the students to write clauses in the logical connection. It made students' work become neatly.

In this research, some problems were faced by the teacher during the learning process of implementing Think Talk Write (TTW) strategy. The first, there were some students who were not paying attention to during group discussion. They talked to their friends and did their own business. So, the teacher gave another instruction to all of the students that during group discussion, they will be given a score to see their participation in discussion. Then, they were starting to pay attention. The last was the time allotment. In implementing Think Talk Write (TTW) strategy to teach students writing skill, the time which was 120 minutes sometimes was not enough to complete a meeting since the class has a big number of students and each student has a same opportunity in group discussion. Besides that students also should know the way how to develop the sub theme of each paragraph. Therefore, teacher needed more time in explaining it.

In addition, comparing this research to some previous research, most of them showed the same result that the use of Think Talk Write (TTW) strategy was suitable in making the students collaborated with their friends and also helped the students to express their ideas into good writing. However, this research is different from the previous research when viewed in the terms of its design, setting, subject, and also the type of text used. Most of the researchers use Classroom Action Research (CAR) as the design in order to find out the improvement of students' writing skill through the implementation of Think Talk Write strategy. Meanwhile, this research used quasi experimental as the design in order to test the theories of Think Talk Write (TTW) strategy. Moreover, the setting and also the subject of this research were different from the other research since TTW strategy has never been implemented in any classes at SMKN 1 Sukasada. And the last is about type of text used. Several researchers use other than narrative text in their studies. This is in line with the opinion of Murni et al., (2018) which state that TTW strategy is effective in descriptive and narrative only.

Furthermore, this research found that Think Talk Write (TTW) strategy and conventional strategy could give a good result, but in this case, Think Talk Write (TTW) strategy gave better result. It is also concluded that Think Talk Write (TTW) strategy could make the students creative in writing, more active and felt enjoy in teaching and learning process.

As a summary, based on the result of the research proved that the use of Think Talk Write (TTW) strategy was successful in giving a significant effect on the score of students narrative writing in the tenth grade students of SMKN 1 Sukasada between students who were taught by using Think Talk Write (TTW) strategy and students who were taught without using Think Talk Write Strategy. It is assisted by the result of descriptive statistical analysis and strengthened by inferential statistical analysis in which the average score of the experimental group was higher than the control group. All those data proved that along this research the experimental group achieved higher score than control group under the influence of Think Talk Write (TTW) strategy. This also directly accepted the alternative hypothesis (Ha) of this research that "there is a significant effect on students writing skill between students who taught by using Think Talk Write (TTW) strategy and students who taught without using Think Talk Write (TTW) strategy in tenth grade students of SMKN 1 Sukasada".

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' writing skill between students who are taught using Think Talk Write (TTW) strategy and those who are taught without using Think Talk Write (TTW) strategy. Moreover, this research implies that the use of Think Talk Write (TTW) strategy is needed in teaching writing.

Considering the conclusions drawn above, it implies that the use of Think Talk Write (TTW) strategy is capable to help students in mastering writing skill in which it can be seen from the students' writing scores after given a treatment using Think Talk Write (TTW) strategy. It is expected that the teachers are highly recommended to implement Think Talk Write (TTW) strategy on the teaching of writing skill in order to help students understand and master writing skill.

Students are motivated and relaxed in learning writing process when they are taught using Think Talk Write (TTW) strategy. Therefore, it implies that the use of Think Talk Write (TTW) strategy can keep students' interest and help them to explore and transmit their ideas into writings so that the students are able to produce good narrative texts.

In summary, the use of communicative cartoon movies during this research can assist the students in mastering writing skill. Therefore, the application of Think Talk Write (TTW) strategy needs to

be applied continuously in teaching writing. It is because the use of Think Talk Write (TTW) strategy can be effective strategy to help the students practice writings and create an enthusiastic learning process so that the standard competence of the learning process can be achieved.

4. Conclusion

This research was conducted to prove the theories of Think-Talk-Write strategy. It brought a creativity environment in making narrative text. Basically, this research aimed to investigate the significant effect of using Think-Talk-Write strategy towards students' writing skill. This research conducted in SMKN 1 Sukasada. This experimental research used non equivalent control group design. It meant that there were experimental and control groups. The experimental group was the group of students taught by using Think-Talk-Write strategy while the control group was the group of students taught without using Think Talk Write (TTW) strategy. Along the process of researching, the samples were tenth-grade students of SMKN 1 Sukasada which were X Tata Boga 2 and X Multimedia 2. The treatments were given 4 times. Before the treatment, the pre-test was conducted to find out the normality and homogeneity of the population. After the treatments were done by the teacher, the samples were given post-test to measure the significant effect in their writing skill. After the data analysis was done, it was found that the mean score of the experimental group was higher than the control group. The experimental group was 74.82 while the control group was 71.22. Furthermore, to check its significant effect, an independent sample t-test was formulated. This result rejected the null hypothesis and accepted the alternative hypothesis which stating that there is a significant effect on students' writing skill between students taught by using Think-Talk-Write Strategy and students taught without using Think Talk Write (TTW) strategy in tenth-grade students of SMKN 1 Sukasada. In addition, the researcher also using the effect size calculation to measure the treatment effect. The result of the effect size in this research was 1.024 which can be categorized as a large score. It means that teaching using Think-Talk-Write Strategy gave large effect on students' writing skill. At the end, this research concludes that there was a significant effect of using Think-Talk-Write Strategy towards students' writing skill of tenth-grade students at SMKN 1 Sukasada. Students who were taught by using Think-Talk-Write Strategy got better score than students who were taught without using Think Talk Write (TTW) strategy. This was supported by the result of two statistical analysis namely descriptive and inferential statistical analysis. In conclusion, the alternative hypothesis was accepted with large effect of implementing Think-Talk-Write strategy to teaching writing.

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