

THINK-TALK-WRITE (TTW) AS A STRATEGY TO IMPROVE STUDENTS' ABILITY IN TEACHING WRITING DESCRIPTIVE TEXT: A CASE OF THE TENTH GRADE STUDENTS OF MAN DEMAK

By

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ABSTRACT

This study focuses on *Think-Talk-Write* Strategy in teaching descriptive text to improve students' writing ability. The objectives of this study are (1) to find out the students' writing ability of the tenth grade students of MAN Demak in academic year 2014/2015 who were taught by using *Think-Talk-Write (TTW)*. (2) to find out the students' writing ability of the tenth grade students of MAN Demak in academic year 2014/2015 who were taught without using *Think-Talk-Write (TTW)*. (3) to find out whether or not there was a significant difference of writing ability between the tenth grade students of MAN Demak in academic year 2014/2015 who were taught with *Think-Talk-Write (TTW)* strategy and without *Think-Talk-Write (TTW)*. The research was Quasi-Experimental research. The subject of the study was the tenth grade students of MAN Demak. Cluster sampling is used in taking the sample. 40 students from class X-5 were selected as the experiment group and 40 students from class X-1 as the control group. The t-test was used to analyze the data. Experiment research was used here to get the data. The pre-test was given to the students on both of groups. After that, the difference treatment was given in experimental group. At the end of the research, the post-test was given to both of groups. The count of the mean score of the experimental class was 79.95 and the count of mean score of the control class was 76.17. It shows that teaching descriptive text by using *Think-Talk-Write (TTW)* Strategy gave better result as indicated significant statistical t-test computation, that the t-table value ($t_{5\%} = 2.03$ and $t_{1\%} = 2.80$) is less than $t_0 = 13.09$ ($2.03 < 13.09 > 2.80$). It could be seen that there is a significant difference in writing ability of the tenth grade students of MAN Demak after being taught using *Think-Talk-Write (TTW)* Strategy. The researcher offers some suggestions in this research. The school should give good facilities and many strategies for teaching and learning process. For the teacher, the teacher should give variation teaching especially using new techniques and strategies in teaching descriptive text to improve students' writing ability. For the students, the students have to do more active, confident and creative.

Keyword: *Think-Talk-Write (TTW)* Strategy, descriptive text, writing.

Background of the Study

Nowadays, English is one of the international languages which has become popular. People use it to have international communication and to cooperate among people in different countries. Because of the reason, Indonesian government decided

English to be taught at schools as the first foreign language. Generally, language can be spoken and written, so it is also necessary to learn writing. Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a

preamble to discussion activities (Harmer, 2007:33).

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective.

There are many text types taught in Senior High School. Each text has different social function, schematic structures, and language features. One of the text taught for the tenth grade students of Senior High School is descriptive text. According to Rachmat (2009:14), descriptive text is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report.

One of strategies which is suitable in teaching writing is *Think-Talk- Write* (TTW). According to Suyatno (2009:66), *Think-Talk-Write* (TTW) starts with thinking through reading, the result of reading is communicate through presentation, discussion, and then

Related Theories

make note about the result of discussion. There are some activities students do in *Think-Talk-Write* (TTW). First, *think* we can see from the process reading a text that related to the material. Next, students make notes about what they have read. The notes will be read, explained, and discussed in their group. We can mention these steps as students *talk* activity. After finishing discussing in their own group, the students will express the result of discussion in the form of written text. These steps are students' activity in *write*. The last activity in *Think-Talk-Write* (TTW) is writing. The problems to be discussed in this study are formulated as follows:

1. To what extent was writing ability of the tenth grade students of MAN Demak in the academic year 2014/2015 who were taught with Think-Talk-Write (TTW)?
2. To what extent was writing ability of the tenth grade students of MAN Demak in the academic year 2014/2015 who were taught without Think-Talk-Write (TTW)?
3. Is there any significant difference of writing ability of the tenth grade students of MAN Demak in academic year 2014/2015 who were taught with Think-Talk-Write (TTW) strategy and those taught without Think-Talk-Write (TTW)?

Definition of Think-Talk-Write (TTW)

Think-Talk-Write is a strategy introduced by Huinker and Laughlin (in Yamin and Ansari; 2009:84), these strategies basically built through thinking, speaking, and writing. The flow advances think-talk-write 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 3-5 students. This group of students are 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* (TTW).

Yamin and Ansari (2008:85) stated that Think-Talk-Write (TTW) is one of learning strategies which its purpose is to improve students' understanding ability. In this strategy, the students are supported to be active in the teaching learning process.

Wieder Hold (in Yamin and Ansari, 2009: 85) make a record of objective means to analyze and examine the contents of a text written materials. One benefit of this process is to make the record will be an integral part in the learning setting. Activity "think" we can see from the process in reading a text related with the material. Next, we ask students to make notes about what they read. The notes will be read, explained

discussed in their group. We can mention this steps as students "talk" activity. After the students finish discussing with their own group, the students will express the result of discussion in form of written text. Writing can help the students realize one of learning purposes and measure students understanding on the material they have learned. This is students activity in "write".

Steps of Think-Talk Write (TTW) :

Based on Yamin and Ansari (2008:84) these are the steps of *Think-Talk- Write* (TTW) are:

- a. Students read a text and make notes about what they have read (*Think*), then discuss with their group.
- b. The students do interaction and collaboration with their group to discuss the notes (*Talk*). In this activity, the students using their own words to explain ideas in their group.
- c. The students express the result of discussion in form written text (*Write*). Writing can help the students realize one of learning purpose and measure students understanding the material have learned.
- d. The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group

presentation their answers, while other group give an idea.

The Applications of Think-Talk-Write (TTW) in Teaching Writing Descriptive Text

Teaching writing descriptive text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher's explanation.

First, The teacher asks the students to make a group consists of five students. After that the teacher gives a picture and a text. The students read the text and make notes about what they have read. Next, the teacher asks students to discuss their note and opinion about the picture in the group. So they do brainstorming in this step. Then, the teacher asks students to write a descriptive text about the picture they had gotten. The last step, they present their descriptive text in front of the class.

General Concept of Writing

Writing

Writing is one of four skills in English (Reading, Listening and Speaking) that has general definition. Here, the researcher gives more about writing.

Meyer, writing is speaking to others on paper or on computer screen (2005:2). It means that writing is like speaking but it has a form. Writing giving information by letter. Besides, it is more organize and has structure.

Hyland (2004:4) stated that writing like a dancing, allows for creativity and the unexpected, established patterns often from the basis of any variations. Base on the statements we know that writing is not static but it has many variation in the choosing words until the structure of sentence. In writing the craetivity in creating a text is needed. It will make the text more interisting and easy to be understanding.

Oshima (2006:265) argues that writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write rough draft. In the final step, you polish your rough draft by editing it and making revisions. This argument is very detail in explain about writing. The main steps of writing process consists of three steps. The first is make a planning about your idea, then writing the idea to be written form and do not forget to organizing you idea and the last make revisions. In another word, make some improvement in the text we have written.

Based on the those definitions, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has read on heard in a written form. It can be begun from a simple piece of writing to a more advance level.

Genre

Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. For many people, it is an intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. The concept of genre is based on the idea that members of community usually have little difficulty in recognizing similarities in the texts they use

Methodology of the research

Design of the Research

To find out the result of improving students' writing skill which had been taught by *think-talk-write* (TTW) strategy of tenth grade of MAN Demak, the researcher used experimental research that called quasi experimental research and used pretest-post-test control and experimental design. Creswell (2012:309), defines that quasi-experimental design is a group research design which include assignment, but not random assignment of participants to groups. This is because the researcher cannot artificially create groups for the experiment. It means, in quasi-experimental design, the researcher chooses the experimental group A and the control group B without random assignment. In this research there were two kinds of groups, group one that was given treatment called experimental group, the treatment used think-talk-write (TTW) strategy for teaching writing in descriptive text, second group was not given treatment called control group. This

frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them

For writing teachers, therefore, genre is useful concept because it pulls together language, and contexts, offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate.

research used two classes of tenth grade students of MAN Demak as a subject, the research used statistic groups of subjects in whom each of them is treat with different treatment (Cohen, et al 2007 : 276).

In this design, there were two groups that were chosen randomly. Group 1 was given treatment and called experimental group, and group 2 was not given treatment and called control group. Both of them were taught with the same topic but using different treatment at teaching learning process.

Subject of the Research

The population of the research was the tenth grade students of MAN Demak in academic year 2014/2015. There were eight classes and each class has 40 students.

. In this research, the researcher took two classes as the sample. One class as a

control class and one class as a experiment class. The sample of this research was Class X-1 and class X-5. There are 40 students in each class.

The researcher took two classes as the experimental and control class. The researcher selected class X-5 as the experimental class and class X-1 as control class. Each class consists of 40 students. The experimental class using *Think-Talk-Write* (TTW) and control class without using *Think-Talk-Write* (TTW).

In this research, the researcher used test as an instrument, the test was divided into pre-test and post-test. Those test were used to measure the improvement of the students in writing skill.

Pre test provides a measurement on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell 2012: 297). Pre test was used for matching the experiment.

In this case, before conduting post test the researcher prepared and arranged a teaching method. The methods which was used to facilitate in doing research is *Think-Talk-Write* (TTW). It used to teach writing descriptive text in experimental group. In control group the researcher used lecture method.

Post test was given in the last step of a program. In this research, the researcher used post test to find out to what extent was the result the writing ability of the students at

tenth grade of MAN Demak in the academic year 2014/2015. So, the researcher could see the difference of teaching writing descriptive text between students who were taught with think-talk-write (TTW) strategy and those taught without using with think-talk-write (TTW) strategy.

Data Collection

There are some methods which are used to collect the data such as test, questionnaires, interview, observation, rating scale, etc. In this research the researcher chose test as a method to get data collection.

In collecting the data, the researcher thought a method which was used to represent toward the matter of the research. It was very important because the methods of collecting the data influence the result of the research.

- a. The researcher gave pre-test to the experimental group and control group with the same test.
- b. The researcher taught writing descriptive text to the experimental group using *Think-Talk-Write* (TTW).
- c. The researcher taught writing descriptive text to the control group without using *Think-Talk-Write* (TTW).
- d. The researcher gave post-test to the experimental group and control group with the same test.
- e. The researcher analyzed the result of the data to find the result of the research.

Data Analysis

After collecting the data by conducting pre-test and post-test, the researcher analyzed data by using analytic scale for rating composition tasks of writing and statistical analysis. The researcher took (4) steps in analyzed the result of the test. First, the researcher gave the test to the students. Second, the researcher scored the test. Third, the researcher analyzed the result of the test. Fourth, the researcher gave conclusion the result of the test which was taken by using t-test in order to see whether there is any significant differences students' ability in

Discussion

The Ability of the Students Who Were Taught by Using Think-Talk-Write Strategy in Writing Descriptive Text.

The students of the experimental class were taught by using Think-Talk-Write Strategy. They got pre-test, treatments and post-test in two meetings. In pre-test and post-test, the researcher asked the students to write a descriptive text based on the topic given. They had to write a descriptive text unless 150 words. The researcher gave the students 30 minutes to write a descriptive text.

Based on the data, we can see that there is a significant difference between the pre-test and post-test in experimental class. The result means that the students of the experimental class that were taught by using Think-Talk-Write Strategy had an improvement. The significant difference between the pre-test and

writing descriptive text who were taught by using *Think-Talk-Write (TTW)* and without using *Think-Talk-Write (TTW)*.

The beginning step of analyzing data, the researcher made a table, for each columns consist of: the students' code, elements of writing that include Organization (O), Content (C), Grammar (G), Mechanic (M) and Vocabulary (V), and total score. The Researcher made four tables for categorizing the pre-test and post-test in both class of the research subject (experimental and control class). Those tables could be references in analyzing the data.

post-test was 9.3 (79.95-70.65). And the average of students' achievement was 13.40 %. It means that teaching students' in writing a descriptive text by using Think-Talk-Write Strategy had significant improvement.

The result of pre-test score of experimental group or the students who were taught by using Think-Talk-Write Strategy was 70.65. And than the researcher gave the treatment. It was teaching descriptive text through Think-Talk-Write Strategy. After getting the treatment, the experimental class got the post test, and the post-test score of the experimental group was 79.95. It means that there is an improvement of students ability, it can be seen that there was the deference of pre-test and post test score. The post test score is higher than pre-test score.

The researcher also found the significant difference of the students' ability in experimental class. It can be seen in the t test value. It showed that the score of t test value was 13.09. The researcher compares it in the t table 40. The score of t table 40-1 for 5% is 2.03. The score of t table is less than t_0 .

The Ability of the Students Who Were Taught Without Using Think-Talk-Write Strategy in Writing Descriptive text

The class who was taught without using Think-Talk-Write Strategy was called Control Class. In control class also got the pre-test and post-test. The students got two meetings from the researcher that included pre-test and post-test. In pre-test and post-test, the researcher asked students to write a descriptive text based on the topic given. They had to write a descriptive text unless 150 words in 30 minutes.

In control class, the researcher gave the pre-test was on January, 24th 2015. After got the pre-test, control class got two meetings that included post-test in the last meeting. The students was taught descriptive text without using Think-Talk-Write Strategy. After that, the students got post-test. It was conducted on January, 26th 2015. The result showed that the mean score of the pre-test was 69.37 and the mean score of the post-test was 76.17. The result of those tests can be seen in the table 4.2.

Based on the data, the researcher can see that there was a low significant difference between the pre-test and post-test. In the control class that was taught without using Think-Talk-Write Strategy had different mean 6.80 (76.17-69.37). The average of students' achievement was 9.66 %. It means that teaching students in writing a descriptive text without using Think-Talk-Write Strategy had significant improvement but less than teaching students by using Think-Talk-Write Strategy.

The students' ability in the control class or the students who were taught without using Think-Talk-Write Strategy was increasing in the post test score. The pre-test score was 69.37. The researcher did not give the treatment by using Think-Talk-Write Strategy in teaching. After that, the writer gave the post-test, the result of post-test was 76.17. There was difference between the pre-test and post-test score. The difference was 6.8. (76.17 – 69.37).

The Significant Difference of Writing Ability Between the Students Who Were Taught by Using Think-Talk-Write Strategy and the Students Who Were Taught Without Using Think-Talk-Write Strategy

Based on findings 1 and 2, the result can be seen that mean of post-test scores of the experimental class and control class had an improvement and a significant difference. The mean score of the experimental class was 79.95 and the mean score of the control class

was 76.17. It means that the mean score of the experimental class was higher than the control class. The difference mean of post-test in experimental class and control class was 2.5. The experimental class had an improvement 9.30. It can be calculated from $Mx_2 - Mx_1 = 79.95 - 70.65 = 9.30$. The improvement of the control class was 6.80. It can be calculated from $My_2 - My_1 = 76.17 - 69.37 = 6.80$.

To know whether there is significant difference of the ability of the students in writing descriptive text between the students who were taught by using and without using Think-Talk-Write Strategy or not, the researcher used t-test to calculate the significant difference.

The t-table value for $\alpha = 5\%$ with $df = N - 1 = 40 - 1 = 39$, is 2.03 and for $\alpha = 1\%$, is 2.80. Based on the result, the t-value ($t_{5\%} = 2.03$ and $t_{1\%} = 2.80$) is less than $t_o = 9.57$. Thus, there was a significant difference in the students' ability in writing descriptive text in the control class. However, the significant difference of students' ability in writing descriptive text in the control class was less than the significant difference of students' ability in writing descriptive text in the experimental class.

Based on the result in the pre-test and post-test score of experimental class and control class, the researcher found that the post-test's score of experimental class was 79.95 and the post-test's score of control class was 76.17. It can be seen that the post-test

score of experimental class is better than post-test score of control class.

The researcher found the significant difference in both experimental and control classes. The t value of experimental class was 13.09, and the t value of control class was 9.57. Both of them are significant, but the significant difference of experimental class is better than control class

The Most Complicated Element of Writing Faced by Tenth Grade Students in Writing Descriptive text Taught by Using Think-Talk-Write Strategy

At first, the researcher expected that the most complicated element of writing which would be faced by the Tenth grade students was the grammar and content of descriptive text. The fact showed the result almost same with the researcher's expected. In both of tests, the most complicated element faced by the students was grammar and vocabulary of descriptive text. Some of students missed grammar structure in writing a descriptive text and too poor about vocabulary in descriptive text their made.

Based on the table, it can be seen that grammar and vocabulary is the most complicated element in writing a descriptive text faced by Tenth grade students were taught by using Think-Talk-Write Strategy in pre-test. Table 4.5 showed that the vocabulary element has the worst score. For example in students' code A3 and A19. It can be seen in A3 had total score 60 (15 for organization, 12

for content, 10 for grammar, 14 for mechanic and 9 for vocabulary). Students' code A19 had the same case with students' code A3. Students' code A3 had a similar case with students' code A19. They were equally weak on grammar and vocabulary in writing descriptive text. But, overall, they tend to be weak mastery of vocabulary.

Based on the table above, the researcher found the same complicated aspect faced by Tenth grade students after taught using Think-Talk-Write Strategy. But, there were significant differences both in grammar and vocabulary. Therefore, the technique was more significant to increase students' vocabulary than students' grammar. It can be seen that students' score in vocabulary had improve 3.43 and students' score in grammar had improve 2.68.

Based on the table above, the researcher presents the average score of all elements. In pre-test, the students' mean score for each element are; organization (15.76), content (15.87), grammar (12.10), mechanic (14.47) and vocabulary (12.43). Whereas the average score of each element are; organization (16.55), content (16.55), grammar (14.78), mechanic (16.22) and vocabulary (15.85). It can be concluded that grammar and vocabulary is the most complicated faced by the students. Therefore, the technique was more significant to increase students' vocabulary than students' grammar. It can be seen that students' score in vocabulary had

improve 3.43 and students' score in grammar had improve 2.68.

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