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THINK TALK WRITE STRATEGY ON STUDENTS' WRITING ABILITY

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Abstract: Speaking skills are skills that enable us to communicate effectively. This skill has the most important goal for student success, especially for class XI of SMA because they will face the era of globalization in the world. As for the problems faced by class XI students of SMA Darus Su'ada Al-Ahad, most of them are not able to speak English. In this study, researchers applied the HOTS method in debate to improve students' speaking skills, especially in class XI of the SMA. By using the HOTS method and debate which is a learning concept where students are given the opportunity to start speaking through the provision of stimulus material so that students think critically, creatively, collaboratively, and communicatively, then students are able to present the ideas that are in their minds. This research is said to be successful; it can be seen from the results of the comparison of pre-test and post-test scores. Here, the researcher collects data through a mixed-method in which the researcher obtains data from the results of observations first and then from the results of the comparison of pre-test and post-test scores. As for the benefits of this research, firstly for a teacher using this method will not make students feel bored in following the learning process. Second, for other researchers, the results of this study can be used as a reference if they want to do similar research.

Keywords: Think Talk Write, Students' Writing Ability

INTRODUCTION

All aspect that has relation with education will be sustainable with writing. We can say that writing is one of the tools in communication. We can

use it in expressing the idea, feeling and communicating with other peoples in social life. It is very important because writing is used to deliver the idea and to get information. Besides

that we use writing in every condition and situation. When in the social media, in formal situation or even in informal event we use writing to support the agenda runs well. In this case, we would like to discuss writing especially in English.

We know that English is the universal language use all over the world. Almost every country in the world uses English for communication. As an international language, English divided into two terms. The first is English as a foreign language and the second is English as a second language. English becomes second language in our country Indonesia. In Indonesia, English is one of languages that learn to the students as one subject in the class starting. As a second language, English cannot apply in society for communication to other people. This situation makes Indonesians people or students feel more difficult to master English because they just have a little opportunity to apply them communication.

In teaching and learning English, we should know about skill and components to master English

subject. There are listening, speaking, reading and writing. Writing is the one of the important skill that should be mastered by the students in teaching English. Based on the preliminary research, writer finds out that the students get difficulties to increase their writing ability and to express their ideas in writing. Teaching writing only focuses on the theory of grammar of writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory or the participle in writing. Writing is a difficult subject for the students and they still face difficulties to express what they want to write and how to write. Besides, usually the students are not able to do writing because lack of exercises. In writing and possibly the teacher is hardly able to find proper way or technique in teaching writing.

Writing descriptive text is one of the genres in writing text. It is taught by teacher to make the students know how to describe themselves and their surroundings, although it is still in simple way. However many students have difficulties in writing descriptive

text because the teacher only explains what the generic structure and the method how to write descriptive text. Because the reaseacher took the research in junior high school level, it means that we need the strategy that suitable with teenagers. Massrudin (2021: 54) assumed that Think Talk Write is a strategy where teenagers learn in groups and teenagerswere being expected to exchange ideas with friends in the group. They can also improve their writing skill individually.

Think Talk Write as one of the teaching writing strategy to help the students in teaching learning process, because the strategy is very useful and interesting to be applied to improve students skill and get information based on the theme and do not make the students bored. This strategy makes the students easy to understand the material. Think Talk Write is an idea, way to practice and it can be used to make the students be more interest in learning English especially in writing.

The students will describe thing, place, or people from the theme given by practicing writing as much as

possible. The students will have capability in writing. Purba (2021: 1375) found that the development of the Think Talk Write Strategy is carried out by dividing the learning process into three phases, namely the *Think Phase*, the *Talk Phase* and the *Write Phase*. Each of these phases ends with a test. The division of the learning process into several phases aims to increase student concentration so that they are more focused on each activity contained in each phase. Thus, understanding of the problem is deeper. Think Talk Write activities as the strategy should be taken into consideration as an alternative in teaching writing (Tambunan, 2007: 2) because one of the students' handicaps is lack of self confidence in learning English as a foreign language.

LITERATURE REVIEW

Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. There are many kinds of English text we can call text genre. A text genre is a type of

written or spoken discourse each of these text type are used for different purposes and follow different style or structure when we write. As a kind of communication, writing includes indirect communication, it is different with speaking which transfer the information directly.

Writing is a language skill that used to communicate indirectly, (Iftitah, 2020: 196) not face to face with others. Writing isn't fair for communicating but moreover makes a difference in creating explanatory capacities, information development, and maintenance (Kamilia, 2019:2). It moreover gives opportunities for students to create clear considering aptitudes. From the clarification know that composing itself has numerous forms such as finding the subject, classifying ideas, organizing ideas, and executing them into the most excellent writing.

Writing is the activity of expressing one's thoughts, ideas, and feelings in written form. Writing is viewed as an activity which cannot stand itself. It means that this activity related to another things as material

mastery; the understanding research method and writing method, the use of reference resources, language mastery, the customary of drill and use of appropriate media and the choose of reader segment (Rizkiana, 2020: 475). Writing ability is the foremost difficult one to ace by dialect learners since this requires one's capacity to show graphology, dialect structure, and words so that the writer's aim can be caught on by the readers.

In writing, we can write any ideas or topics. The idea in question is not only real information but also imagination or fiction that is not real. According to Suminar (2018: 299) Writing is the process to tell something that is not real or it could be our imagination and showcased in writing, writing also express their ideas, opinions and organized them in simple sentence or in short paragraph. Harmer (2004 :4-5) states that in the process of writing has four main elements that can be seen in table 1.

Teaching Writing

Teaching writing is guide the students to express their ideas or imaginations in written form. It is a

discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order (Aprilia, 2022: 88). In writing process, the students should use language structure and diction. We need exercise and practice regularly because writing is formal eventhough we use it in infomal situation also. Writing is one of four skill should be mastered and it also cannot be separated from our daily life because it is usually in the aspects both communication and education. So that, to increase students writing ability needs the suitable technique "what to teach and how to teach " to achieve the purpose of teaching, the teacher must pay attention to students level, knowledge, background, situations, experience, material and . method,

Think Talk Write (TTW)

Suminar's journal (2018: 300) explained that Think Talk Write is a strategy introduced by Huinker and Laughlin, 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 talking and sharing ideas with their friends before writing (Rizkiana, 2020: 477). This strategy can train students to think critically, be active in the learning process, be skilled in communication, be brave to opine, appreciate their friends' opinions, and learn to express the results of their discussion in a logical and systematic written form. With this learning strategy, students are more involved in analysing a problem and finding solutions to solve it (Purba, 2021: 1374). TTW learning strategies can develop problem-solving capability. The advantages of TTW can be seen in table 2.

Procedure of Think Talk Write (TTW)

According to Silver and Smith in Tambunan (2007: 4) there are series that should be follow in setting up the strategy:

- 1) The teachers decided classroom into several groups. In group consist of 4-6 students.

- 2) Teachers explain about Descriptive paragraph (generic structure and language features).
- 3) The teacher divides the theme relating to students daily environment (example: Picture of Shopping Center in Mall Boemi Kedaton)
- 4) Students describe the theme in their imagination and make notes individually small (Think). Each students in group describe Picture of Shopping Center in Mall Boemi Kedaton with individually, what they think about Shopping Center in Mall Boemi Kedaton, this activity is intended for students to distinguish or bring together the ideas contended in the readings for letter translated into the language itself.
- 5) Students discuss with friends in groups to discuss the contents of the note they made (talk). In this activity, students discuss the result of a collection ideas that they made individually.
- 6) After the students collect and discuss the result of their ideas. Students concluded the result their

ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write.)

- 7) The final activity the students write down the paragraph descriptive that they make in a paper and from each group presentation their answer.

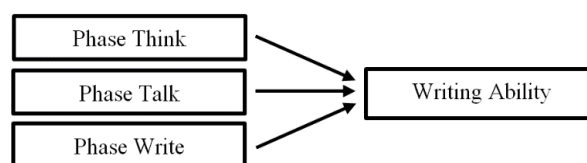


Figure 1. Framework

Descriptive Text

According to Rizkiana (2019: 476) Descriptive text as one of genres in writing plays an important role in the formation of four other genres. Additionally, descriptive text is used to prevent the readers from being bored and to add clarity and assuredness of the readers. Something that can be described is not only limited to what we see and hear, but rather also what we feel and think. Descriptive text is a text which describes person, place, mood, situation, and etcetra in words. Every text has different generic structure and content (Nazri, 2016:

339). Generic structure of descriptive are identification; identifies phenomenon to be described and then description; means describes parts, qualities, characteristic.

METHODOLOGY

In conducting research, the writer used experimental method. The research focuses on the influence of Think Talk Write method towards students' writing ability. The writer would take two classes to be investigated, the first class is the experimental class and the second is the control class. The writer taught writing in experimental class by using Think Talk Write and in control class the writer will teach writing by using direct method.

The population in this research is taken from the students' at the seventh class of SMP Taman Siswa Teluk Betung Bandar Lampung, which consists of 137 students that divided five classes. In this research, the writer would take two classes available. They are the experimental class and the control class. In the experimental class, the writer would teach writing descriptive text by Think Talk Write

strategy and in control class the writer would teach writing descriptive text through conventional strategy. In this case, the writer used cluster random sampling because the classes of population are homogenous and there is no any favorite class. It means that the writer took whole students in a class as the sample of the experimental class and other class as the sample of the control class.

Validity and Reliability of the Test

Validity of the Test

The test item was said valid if they could investigate the data correctly. To know validity of the test, the writer used content and construct validity. The writer means that the test would be designed based on the content curriculum that has been taught by the teacher.

Readability Test

In administering a test, it is important to set and determine an understandable instruction. It is necessary since there have been some cases in which students failed to do the test due to their ability to understand to given instruction.

To know the test is readable or not, the writer gives try out the students of the samples who have the same level as the sample.

Result of Readability

From A question there was 100% who gave YES answer there was 97.22% who gave YES answer. From C question there was 100% who gave YES answer. From D question there was 88.88% who gave YES answer. From E questions there was 100% who gave YES answer. The result above showed that the test item was readable. It means that the test could be used in this research.

Data Analysis

Data Normality Test

In normality test is used hypotheses formula:

H₀ : sample comes from the normal distributed population

H_a : sample comes from the non-distributed population

In the normality test, performance by *Liliefors test* steps according to Sudjana (2005:466-467) it is for testing nol hypotheses *I*

traveled through the following procedure:

- a) Observation x_1, x_2, \dots, x_n is become raw numbers z_1, z_2, \dots, z_n by using the formula $z_i = \frac{x_i - \bar{x}}{s}$ (\bar{x} and s each representings the mean and standard sample deviation)
- b) For each of these raw numbers and using the standard norms distribution list, then calculated the probabability $F(z_i) = P(z \leq z_i)$.
- c) Next calculated proportion z_1, z_2, \dots, z_n then smaller or equal to z_i . If this proportion is expressed by $S(z_i)$, then $S(z_i) = \frac{\sum z_1, z_2, \dots, z_n \text{ yang } \leq z_i}{n}$
- d) Calculated the difference $F(z_i) - S(z_i)$ then determine the absolute price.
- e) Take the largest price among the absolute price of the difference. Mention this higher's price L_o .

To accept or reject the nol hypotesis compare L_o with the critical L value taken from the list for the real level of α selected. The cretion is reject the nol hypotesis that the population is distributed norm if L_o obtained from

the observation data exceeds L from the list. In other things the null hypothesis accepted.

Homogeneity Test of Variance

The formula homogeneity test was used to know whether the data are homogeneous or not. They are:

$H_0 : \sigma_1^2 = \sigma_2^2$ (the variance of the data is homogenous)

$H_a : \sigma_1^2 \neq \sigma_2^2$ (the variance of the data is not homogenous)

$$F = \frac{S1 \text{ (the highest variance)}}{S2 \text{ (the lowest variance)}}$$

Notes:

F : the homogeneity of variance

S1 : the highest variance of experimental class

S2 : the lowest variance of the control class

The criterion of testing:

Accepted H_0 if $F (1-\alpha) (n_1 - 1) < F < F_{1/2 \alpha}(n_1 - 1, n_2 - 1)$ H_0 is rejected if $F \geq (F_{1/2 \alpha}(v_1, v_2))$ and also take the real level (α) 0,05 and 0,01.

Hypothesis Test

It was used to prove the hypothesis proposed by the writer whether they are accepted or not. Before using the *t-test*, the writer determined the average rate (\bar{X}) and variance (S^2).

RESULT AND DISCUSSION

Data Normality Test of Experimental Class

After getting the scores from the writing test in descriptive text, the writer used experimental method and the population of this research were 28 students. The writer was give some topics for the students, the topics are: House, Bedroom and Classroom and the topics most selected is classroom. In the experimental class the researcher find the higher score were 90 and the lower score were 40. Based on the calculation, the writer got $L_0 = 0.0613$ with $n = 28$. The writer also found that L_{tabel} at significant level of 5% ($\alpha = 0.05$) obtained 0.161. So, it can be concluded that $L_0 < L_{tabel}$. It means that hypothesis is accepted, and the data have normal distribution.

Data Normality Test of Control Class

Whereas the scores from the writing test in descriptive text, the writer used experimental method and the populations of this research were 28 students. The writer was give some topics for the students, the topics are: House, Badroomand and Claassromm and the topics most selected is classroom. In the experimental class the reseracher find the higher score were 75 and the lowers score were 40. Based on the calculation, the writer got $L_0 = 0.0151$ with $n = 28$. The writer also found that L_{tabel} at significant level of 5% ($\alpha = 0.05$) obtained 0.161. So, it can be concluded that $L_0 < L_{tabel}$. It means that hypothesis is accepted, and the data have normal distribution.

Hypothesis Test

Based on the result above, it was found that t_{test} was higher than t_{table} with Significance level 5% and 1% ($4.84 > 2.66 > 2.00$). It means that there is an influence of Think Talk Write Strategy towards students' writing ability at the seventh class at SMP Taman Siswa Teluk Betung in 2017/2018.

DISCUSSION

The observation had been done by the writer to know the situation and condition of SMP Taman Siswa Teluk Betung Bandar Lampung. According to the data calculation, it is seen that the students who taught by using Think Talk Write strategy got higher score of writing test. It is caused by their motivation from the enjoyable of teaching and learning process. From the hypothesis above, it is known that teaching by using Think Talk Write Strategy is one good strategy to increase students' interest to learn English and can motivate students to learn English, especially in writing text. It is suggested for the teacher to apply Think Talk Write Strategy in teaching writing, because it can improve the students' writing ability.

The central point in English learning for students is they can express their opinions, ideas, thinking, or statement. It becomes the central because it will help them to be able in using English in communication. It may include how to convey mesagges or information to others or how to understand message from the others. It

is supported by Wilkis in Harmer (2004:13),” without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Writing skills need to have a lot of vocabulary that is adequate and the selection of appropriate words (Iftitah, 2020: 197). However, students do not have sufficient vocabulary to support students in writing skills, so that makes students have a sense of laziness in writing essays that they consider difficult tasks from the teacher. In this case, the students need to broaden their vocabulary to express their idea more clearly and appropriety in wider range of situations. Students might even have a receptive the item and recognize its meaning.

Think Talk Write is a group work for discussion in the classroom. Think Talk Write Strategy was introduced by Huinker and Laughlin. The strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think Talk Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing. In her journal Purba (2021:

1383) argues that the cooperative learning model of the Think Talk Write strategy is an alternative to increase the intensity of student involvement effectively, especially in writing descriptive writing capability and critical thinking to achieve optimal achievement.

Think Talk Write strategy encourages the students to think, talk, and write based on particular topic. Think Talk Write strategy is used to develop the writing fluently and exercise the language before write them. Based on analysis of the data and hypothesis test, the result of the hypothesis by using $t_{test} = 4.84$ and from the distribution table at the significance level 5% know $t_{table} = 1.67$ and at the significance level of 1% known $t_{table} = 2.39$ it means that $t_{test} > t_{table}$ the null hypothesis (H_0) is accepted. It means that there is significant influence of Think Talk Write Strategy. It can be concluded that there is an influence of Think Talk Write strategy towards Students Writing Ability at the Seventh Class of SMP Taman Siswa Teluk Betung Bandar Lampung.

The average score of students writing ability who learn through Think Talk Write strategy (75.32) was higher than the students learn writing through conventional technique (61.74). It means that Think Talk Write Strategy is the system of cooperative learning with the purpose students can cooperate, responsibility, solving the problem together, and help each other to get achievement. Think Talk Write strategy builds in the time for thought and reflection and for the organization of ideas and 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 writing, so Think Talk Write Strategy can improve students' writing ability.

CONCLUSION

Analyzing the data shows the conclusion that there is a significant influence of Think Talk Write towards students' writing ability in descriptive text at the seventh class of SMP Taman Siswa Bandar Lampung. It can be proved by the t_{test} was higher than t_{table}

with significance level 1% and 5% ($4.48 > 2.66 > 2.00$). There is different in achievement of students' writing ability of descriptive text between the students who learn by using Think Talk Write strategy and the students who learn by using conventional technique. Definitely the average scores of students' writing ability of descriptive text who learn through Think Talk Write strategy is higher than those who learn through conventional technique.

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Table 1. Process of Writing

1	Planning	When planning, writers have to think about three main issues. The first, place they have to consider the purpose of their writing. Secondly, experienced writers thinking of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structure, etc). Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the fact, ideas or arguments which they have decided to include.
2	Drafting	The first version of the pieces of writing is a draft. This first 'go' at a text is often done on the assumption that it will be amended later as the writing process proceeds into editing a number of drafts may be on the way to find version.
3	Editing	Reflecting and revising are often helped by other readers (or editor) who comment and make suggestions. Another reader reaction to pieces of the writing will have the author to make appropriate revision.
4	Final Version	Once writers have editing their draft, making the change they consider to be necessary, they produce their final version.

Table 2. Advantages of using Think Talk Write (TTW)

1	Sharpening the entire visual thinking skills.
2	Developing a meaningful solution in order to understand the teaching materials.
3	Developing critical and creative thinking skills of students.
4	Interacting and discussing with the group will engage students actively in learning.
5	Allowing the students to think and communicate with friend, teachers, and even with themselves.

Azis (2016: 27)

Table 3. Readability test

No	Readability of writing test contains of:	No	Readability of test items as follows:
1	Whether the instructions are understandable or not	1	Do you understand the instruction of the test?
2	Whether the kind of essay is clear or not	2	Is the kind of essay to be written in this test stated clearly?
3	Whether the organization (generic structure) of the text type is understandable or not	3	Is the organization of the essay demanded in this test understandable?

4	Whether writing indicators to be evaluated are clear or not	4	Are the writing indicators to be evaluated in this test clear?
5	Whether the topics are interesting or not	5	Are the topics interesting?
