

THE INFLUENCE OF *THINK TALK WRITE* TO IMPROVE THE TENTH GRADE STUDENTS' WRITING SKILL AT SMA NEGERI 2 SEKAMPUNG

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Abstract

The objective of this research was to find out whether *Think Talk Write* on writing skill significant which was effective or not. This research used true experimental method. The population was all the tenth grade students which consisted of 189 students. The samples were taken by random sampling technique as many as 44 students. The data were collected by using test (pre and posttest). The result of the test was analyzed by independent sample t-test. The mean or average in posttest of experimental group was 78.868. It was higher than the mean or average posttest of the control group which was 60.532. The result of $t_{obtained}$ was 9.375 with the significant level $p < 0.05$; df was 42 and t_{table} was 2.0181. Since the value of $t_{obtained}$ was higher than t_{table} , means null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be stated that teaching recount text using *Think Talk Write* was more significant effective on writing achievement than conventional method to the tenth grade students of SMA Negeri 2 Sekampung.

Key words: writing, recount text, think talk write strategy.

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Introduction

In learning English, there are four language skills that should be taught to students. They are speaking, listening, reading and writing. From the four language skills, writing is one of the most important skills. It is an ability to express think, idea or opinion in the form of writing language.

According to Arsyad Azhar (2015), learning is the process to get new understanding, knowledge, behaviors, skills, value and attitude. Learning of process as a formal education involves two important component, they are teacher and students. Both are interacting actively in the learning activity to achieve a goal in learning. Teachers have to optimal their ability and their knowledge to the students in the teaching learning activity. Meanwhile, the students have to respond actively what the teachers give. Thus, the learning process that is conduct in

learning situation can run in proper order (P.1).

Brown and Abeywickrama (2010) state that writing is a process to create some ideas of students' knowledge to be writing report. (p.632). Furthermore, Riandi (2018) says that writing is a method for communicating thoughts and sentiments into a composed structure. Writing is an action of joining words into a bit of paper. Writing is an activity to convey ideas in mind, opinions, and thoughts in written form in a medium such as paper (P.55).

Based on the researcher's interview with the teacher of English of the tenth grade, the students are difficult to learn English, especially in writing. The problems faces are lack of ideas, less of vocabulary, confusion the grammar and less of self-confidence. Moreover, Farooq et al. (2012) state students often face many difficulties in producing writing. The main problems

for students are the lack of grammar and the less of vocabulary which make writing product become colorless, boring, and ineffective.

Astrid (2010) states that recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. In understanding the recount text, the students also encounters problem in implementing the structure of recount text. The students feel confused how to make or write recount text correctly. There are also still confused to differentiate it such as orientation, events, and reorientation (P.2).

To overcome those problems, the researchers tried to find out the best technique in teaching writing and can made students be active in teaching and learning process. One of the methods that the researcher applied in teaching writing is think talk write technique. According to Yamin and Ansari (2012), in think talk write the students give time to talk with themselves and the teacher give about the topic, then discuss it with his/her partner about how the topic is develop into sentences and paragraph, finally the students write a text after given time to think and to talk. Thus, the researchers intend to measure the influence of technique on students' writing recount text skill (P.32).

The advantages of *Think Talk Write* (TTW) technique are providing the opportunities for students to interact and collaborate to discuss their small notes with group members, as well as opportunities for students to be involved in learning thus they are motivated to learn. Using this technique is considered as one of the effective ways to improve students' skill in writing.

Literature Review

Teaching

According to Brown (2007), teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. Furthermore, according to Gazarian (2002), teaching is a skill and an art. Teaching is always creating because there is no class which has the same criteria (P.3).

Writing

Zainurrahman (2013), said that writing skill is one of the skill that cannot reach easily because this skill cannot be found though the interaction of spontaneous and natural.(p.6). When someone hears the word writing she will think about text. It means writing is talking with other people by using paper or computer.

Writing is a skill how to put the ideas into written form. As stated as Taringan (2013), writing is a language that uses to communicate with other people indirectly, not face to face with other people. Meanwhile, Harmer (2004) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.(p.31).

The Process of Writing

Alice and Hogue (2000, p.2), writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of

what a writer does as a writer does not actually appear on the page. Moreover, Harmer (2004, p.4) says that there are four process of writing they are: planning, drafting, editing, final version.

Think Talk Write (TTW)

According to Zulkarnaini (2011), think talk write technique is introduced by Huinker and Laughlin. This strategy is facilitating the exercises of language both oral and written fluently. This strategy is based on the interpretation that learning is a social action. Think Talk Write technique encourages the students to think, talk and write based on the particular topic. TTW technique is used to develop the writing fluently and exercise the language before write them.

Recount Text

Rosyadi (2011) states that recount text is a piece of text retells past events, usually in the order in which they happened. Hyland (2004) states that recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.(p.29). In additional, Nafisah & Kurniawan (2007) in a recount text, the students must retell the sequence of events or experiences which they already got in the past.

Based on Sugeng and Zaimah (2007), three characteristics of recount text are list below:

1. Recount has a social function of retelling events for informing or entertaining.
2. The generic structure of recount text;
 - a. Orientation: provides the setting or background information about who were involved, when the event happened and where the event happened.

- b. Sequence of Events: tells what happened in chronological order. It means that the events are described from the event which happens first.
 - c. Re-orientation: the closure of events. In this part, the writer or the speaker can state his/her personal comments about the events describe. It is an optional part of a recount text (concludes the experience).
3. Language features of recount:
- a. The use of nouns and pronouns to identify people, animals or things involved.
 - b. The use of the verbs to describe the events the past.
 - c. The use of past events related to the speaker or researchers' time.
 - d. The use of conjunctions and connecting times of event sequence.
 - e. The use of adverbs and adverbial phrases to describe the place and time.
 - f. The use of adjectives to describe nouns. (p.44)

The researcher concluded that the linguistic features found in the recount text are as follows: Focus on individual participants, use of past tense, focus on sequence of events which explains the sequence of events in the recount text, and it uses material/action clauses which.

A. Procedures of teaching writing recount text in the classroom

1. Procedures of teaching writing recount text by using think talk write technique at the experimental group

In this step, the researcher made an action in the classroom which is related to the teaching writing through think talk write technique based on

writing activity. There were main activities that the researcher applied at the classroom, they were:

- a. Pre-Activities
 - 1) Teacher starting the class by greeting the students
 - 2) Teacher checking the attendance list
 - 3) Teacher asking the students about some question related to the material in order to motivate the students
- b. Whilst-Activities
 - 1) Teacher explaining about think talk write technique in writing recount text
 - 2) The teacher gave one paper to each student that contains the example of recount text.
 - 3) Teacher asking the students to make the question from the material.
- c. Post-Activities
 - 1) Teacher asking the students to ask some question if they still have any problem in understanding the lesson
 - 2) Teacher giving feedback for the students
 - 3) Teacher closing the meeting

2. Procedures of teaching writing recount text by conventional method at the control group

In teaching writing skill through conventional technique, the researcher used three phases. The three phrases of teaching writing skill consist of pre-activities, whilst-activities and post-activities. The procedure of using conventional technique in teaching writing skill at control group as follow:

- a. Pre-Activities
 - 1) Teacher starting the class by greeting the students
 - 2) Teacher checking the attendance list

- 3) Teacher asking the students about some question related to the material in order to motivate the students

- b. Whilst-Activities
 - 1) Teacher asking the students to read some materials related to the topic
 - 2) The teacher asking the students to answer the questions
 - 3) Teacher asking the students to do the exercise
- c. Post-Activities
 - 1) Teacher asking the students to read the material
 - 2) Teacher giving the students homework
 - 3) Teacher closing the meeting

Method of the Research

In this research , the researcher used true experimental method. This design had an experimental group and control group. In experimental group, the researcher taught using think talk write technique in teaching writing a recount text, while in control group without using conventional method. In this research, the researcher used pretest-posttest control group design.

The analysis was to find out significant students' differences in the pretest and posttest in learning writing recount text by think talk write technique. For the calculation, the researcher used SPSS 22.0 (statistic product and service solution). On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The significant of a learning process of writing skill can be measured through an evaluation activity.

In this research, the researcher used paired sample t-test and independent sample t-test. Paired t-test is a parametric test can be used on two paired data. Paired t-test was used to measure the increase of significant

average among pretest in experimental group, posttest in experimental group, pretest in control group and posttest in control group. In this research, the analysis was used to measure the difference of significant average between posttest in experimental group and posttest in control group, then to measure the effectiveness and the influence of strategy, technique, media, etc.

In collecting the data, the researcher gave pretest, treatment, and posttest. In this research, pretest is administrated to know students' competence in English writing a recount text before treatment. The researchers used written test individually with theme "My Experience" after that created students in three groups. After pretest, the researchers gave the treatment to the students. The treatment was done in 8 times. The researchers applied the treatment by using think talk write technique in writing recount text. Then, the group members did the task after the researchers gave instructions how to do the project with three topics. There were The Youth Pledge, Battle of Surabaya and Indonesian Independence Proclamation. In the last, posttest is administrated to know the student's achievement in English writing recount text after having treatment. Then, the researchers asked the students to write recount text individually. The assessment was given after all of the task collected.

Findings and Interpretation

The students who participated in the pretest and posttest in the experimental group consisted of twenty two students. The pretest was given before the students were taught writing recount text and then posttest was given after treatment. To compare pretest and posttest in the experimental group, the paired sample t-test in SPSS 22.0 program was used in this research. The statistic data of pretest and posttest could be shown in table 1.

Table 1. Statistic of pretest and posttest in the experimental group paired sample

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.85	22	11.7635	2.5080
	Posttest	78.86	22	5.9958	1.2783

Based on table 1 showed that in pretest mean or average was 59.855 standard deviation was 11.7635, and standard error mean was 2.5080. In posttest mean or average was 78.868, standard deviation was 5.9958, and standard error mean was 1.2783. After the researchers got the analysis of pretest and posttest in the experimental group, the analyzed the paired sample t-test.

Table 2 displayed the score of the degree of the freedom (df) and t-obtained in experimental group.

Table 2. Paired sample t-test in the experimental group

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-19.0136	14.6767	3.1291	-25.5209	-12.5063	-6.076	21	.000

The result of paired sample t-test showed the differences between pretest and posttest, the mean pretest and posttest was -19.0136, the standard deviation was 14.6767, and the standard error mean was 3.1291. In 95% confidence interval of the difference, the lower was -25.5209, the upper was -12.5063. The value of the t-obtained was 6.076, df (degree of freedom) was 21. At the effective level $p < 0.05$ in 2 tailed df 21, the critical value of the t-table is 2.079. In experimental group the value of the t-obtained was higher than the critical value of the t-table, H_0 was rejected and H_a was accepted.

The students who participated in the pretest and posttest in control group consisted of twenty two students. The pretest was given before the posttest and the posttest was given after pretest. To compare pretest and posttest in the control group, the paired sample t-test in SPSS 22.0 program was used in this research.

Table 4. Paired sample t-test in control group

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest – Posttest	-4.0909	16.1363	3.4403	-11.2453	3.0635	-1.189	21	.248

The result of paired sample t-test showed the differences between pretest and posttest, the mean pretest and posttest was 4.0909, the standard deviation was 16.1363, the standard error mean was 3.4403. In 95% confidence interval of the difference, the lower was -11.2453, the upper was 3.0635. The value of the t-obtained was 1.189, df (degree of freedom), the formula is $(n-1)$ sample is n, df was 21. At the significant level $p < 0.05$ in 2-

Table 3. Statistic data of pretest and posttest in control group paired sample

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	22	12.846	2.7389
	Posttest	22	6.9431	1.4803

Based on table 3 showed in pretest mean or average was 56.441, standard deviation was 12.8465, and standard error mean was 2.7389. In posttest mean or average was 60.532, standard deviation was 6.9431, and standard error mean was 1.4803. After the researcher got the analysis of pretest and posttest in the control group, then analyzed the paired sample t-test. Table 4. displayed the score of the degree of the freedom (df) and t-obtained in control group.

tailed tested df 21, the critical value of the t-table is 2.0796.

Based on of the result of the research, the researcher tried to find out the comparison of result score between experimental group and control group. The researcher used independent sample statistic which paired pretest scores with posttest scores. The comparison of score posttest in control group and experimental group was analyzed by using independent sample t-test in the table 5.

Table 5. Independent Samples t-Test

		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% Confidence Interval of the Difference	
								Lower	Upper	
Posttest	Equal variances assumed	.249	.621	-9.375	42	.000	-18.3364	1.9558	-22.2834	-14.3893
	Equal variances not assumed			-9.375	41.128	.000	-18.3364	1.9558	-22.2859	-14.3868

The result of the independent sample t-test showed the value of t-obtain was 9.375, at the significant level $p < 0.05$ for 2-tailed and degree of freedom (df) was 42, t-table was 2.018. Since the value of t-obtain was higher than t-table, so that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

Based on the finding above, the average score of the experimental group in pretest was 59.855. The highest that student achieved in the experimental group was 78.3, while the lowest score was 30.0. In the control group, the average score of students achieved in pretest was 56.441. The highest score was 76.7, and the lowest score was 28.3.

In the posttest, the average score of the experimental group in posttest was 78.868. The highest that student achieved in the experimental group was 88.3, while the lowest score was 63.3. In the control group, the average score of students achieved in posttest was 60.532. The highest score was 75.0, and the lowest score was 46.7. There was improvement between experimental and control group. The experimental group experienced a good improvement because of the treatment in learning process and student learning outcomes experienced an increase in grammar in the final result and the

technique used make the students felt comfortable and active in learning. Thus, the score in the experimental and control group were different. The average of posttest in experimental was 78.868, standard deviation was 5.9958, and standard error was 1.2783. The average of posttest in control was 60.532, standard deviation was 6.9431, and standard error was 1.4803.

The alternative hypothesis (H_a) was examined through t-test. The sample of this research was 44 students and the degree of freedom as 42. In addition, the t-obtained showed the alternative hypothesis (H_a) with 5% (0.05) significance level was accepted, the t-value of the matched t-test calculation the critical value was 2.0181. The result of the t-test formula was 9.375, it was higher than 2.0181. It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be concluded that teaching writing by using *Think Talk Write* to the tenth grade students of SMA Negeri 2 Sekampung gave higher significant difference in students' test score than the students who were taught by using conventional method. In short, using think talk write technique was effective in teaching writing to the tenth grade students of SMA Negeri 2 Sekampung because the students very active in the learning process, enthusiasm in solved

problems, enthusiasm for got good grades.

Conclusion

From data analysis, it was found that the score of t-table 2.0181. This score exceeded 9.375 as critical level. It can concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because $t_{obt} > t_{tab}$ where t_{obt} 9.375 and t_{tab} 2.0181. Based on the statements above, it could be concluded that teaching recount text by using think talk write to the tenth grade students of SMA Negeri 2 Sekampung was effective.

Based on the finding of this research, the researchers would like to give some suggestions to teach recount text by using think talk write to the tenth grade students of SMA Negeri 2 Sekampung.

The teacher of English is suggested to motivate the students to be active in teaching and learning activities, so that the teaching and learning activities were more interesting, know the students difficulties in learning writing, give the students the interesting material especially in teaching writing; in order the students don't fell bored when they were in writing process.

The suggestions for the students are the students must pay attention to the teachers' explanation about the lesson and active in the process of learning writing, the students should do more practice in writing not only in the school but also outside of the school so that their knowledge of English grammar, vocabulary and the other aspects of writing can increase in order to have good writing and the students must have a dictionary because it help them to find a new vocabularies and find the meaning of some unfamiliar words while writing recount text.

For the other researcher who are interested in conducting the same researchers have to explore knowledge to give more benefit to the research result and other researchers can be use think talk technique with another English skill listening, writing, reading, and speaking.

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