The Effect of Think Talk Write Strategy on the Students' Writing Ability in Recount Text of the First Grade Students of SMK PLUS ALMAARIF

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ABSTRACT

Writing is one of the most difficult skills in learning process that allows the writer to explore what they thoughts and ideas. It is important skill that everyone acquired. By developing ideas in writing, everyone can express something to state in their mind into a good writing. In this research, the researcher asserts for students' writing ability in recount text by using Think Talk Write Strategy. One of the problem in SMK Plus Almaarif Singosari Malang in expressing their ideas and did not interested in writing activity.

TTW is a strategy that facilitates the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think Talk Write Strategy encourages the students to think, talk, and write based on the particular topic. TTW strategy is used to develop the writing fluently and exercise the language before write them. Researcher used Think Talk Write Strategy as the appropriate media and strategy to solve the problem.

This study used experimental which is quasi-experimental design. The subject of this study was two classes of first grade at SMK Plus Almaarif Singosari. The students consisted of 30 students they were 17students of TKR A and 13 students of TKR B. The researcher gave pre-test, treatment and post-test. The post-test was done using Think Talk Write Strategy. The data analysis used quantitative data. The quantitative data were obtained from test score by using IBM statistical Package for social function (SPSS) version 20.

Based on the result observation, the researcher found the mean score for the experimental group was 82.47 and the mean score of control group was 70.57. While, in testing the hypothesis the researcher used independent sample t-test. 3.383and t-table in significant level was 0.05 so, the alternative hypothesis was accepted. It means that there is significant effect of Think Talk Write Strategy on the first grade of students' writing ability.

Finally, the researcher suggested to the English teacher to apply Think Talk Write Strategy in teaching writing, because it can solve the problems of students to get an idea in writing. It is also suggested to be explored in different grade.

Key Words: Think Talk Write, Recount Text, Writing Ability.

INTRODUCTION

Writing is one of the skills in English. As a skill in English, writing is the process of transferring information, which is considered being the most difficult to master. Writing in English is such a kind of a complex process for the student. This skill is obviously a complex process, and competent writing is frequently considered as the last language skill to be acquired. In addition, writing becomes important skill which must be taught because writing is one of making meaning from experience for ourselves and other.

Researches on learning writing contribute most of the development in ELT studies both as second and foreign languages. The contribution was simply discovered through the various studies of the writing researches such as in Riswanto & Putra (2012: 60) that writing is one of the language skills that will never be left in education. It is of one basic skill, such as for writing a letter, a news, etc. Writing Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Most students find difficult to develop ideas in writing. They might have something to state in their mind, but they are often confused to express and develop their ideas into good writing. Indubitably, Weigle, (2002) states that writing is a complicated process through which ideas are created and expressed. By writing, student will learn how to compile between information, ideas, thought and feeling become a unit product that available for everyone. Learning to write in a foreign language is even harder and it takes a considerable amount of time and effort to write skillfully. Admittedly, composing an accurate and fluent paragraph is by no means an easy task. Since learning to write is an inseparable part of language learning without which effective acquisition cannot be obtained, writing has been drawing more and more attention in language teaching and learning.

Sometime, when the learners want to write or are asked to write, they write word or sentence but they do not think whether it is correct or wrong. In fact, most of learners write something following their teacher. They do not think their writing is meaningful or not. They also do not think that their writing is correct or not. Another faced by the learners in the writing activity are the do not know the intended meaning of the teacher instruction so that they do not know what have to write. In this problem, the learners need the media that can deliver the intended meaning of the teacher instruction so that they can write well and they can understand what they write.

Writing is one of the important studies in four basic skills. It is very important teaching and learning English. Writing is not just for communicating but also helps to develop analytical abilities, knowledge construction and retention. It also provides opportunities for students to develop clear thinking skill. From the explanation above known that writing itself has many processes such as finding the topic, classifying ideas, organizing ideas and implementing it into the best writing.

However, writing is only focuses on writing descriptive text. Recount text is a text which retells events or experiences in the past. In this case, students feel difficult in writing because they are not able to organize idea and knowledge they have into a good writing. So, the teacher decided to choose a good strategy in order to make students more creative, capable and also enjoyable in writing.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complication among the participants and that differentiates from narrative text. A recount text has an orientation, a series of events

in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events. During conducting observation in SMK Plus Maarif Singosari, the writer found that students have some difficulties to write descriptive text well in English. First, the students do not have enough vocabulary and ideas to write. Second, the students cannot organize the ideas they have well. Due to the condition above, the teacher should be able to apply the appropriate strategy to teach recount text to the students. Teacher needs apply an interesting and a helpful strategy that emphasized the thinking capability of students. In this case, the researcher believes that Think Talk Write is one of strategy which is appropriate to be applied in this teaching and learning process.

The researcher chose this technique since there are so many studies that yield Think Talk Write is effective for teaching any skills especially writing skill. One of the studies was conduct by Suminar and Putri (2015) the result of their study about think talk write was effective strategy because the score of experimental group and control group were different.

Think Talk Write is a strategy that facilitates the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think Talk Write Strategy encourages the students to think, talk, and write based on the particular topic. TTW strategy is used to develop the writing fluently and exercise the language before write them. TTW focuses on how the students thinking clearly about a topic. By thinking, students learn to find so many ideas and information related to the topic. All of the information by individually then will be talked in a discussion of group. By talking, each student in a group will learn how to share their idea and information and compile it in a written from by writing skill.

Based on those explanations, the researcher decided to conduct a research about TTW strategy to be implemented in the teaching of writing descriptive text to the tenth graders. Through the implementation of TTW strategy, the students are expected to have a better comprehension toward the learning material therefore they can produce meaningful writing product through the activities in TTW strategy.

Review of the previous studies was made in order to avoid replication. This study is intended to improve the students' writing skill by using Think Talk Write Strategy. Another study has been conducted to find the use of think talk writes to improve students' writing skill.

The first is a study conducted by Suminar and Putri (2015) they conducted their research using Think Talk Write, the data were collected by using pre-test, treatment, and post-test. The result of this study was, Think Talk Write Strategy was implemented by grouping. In this case, Think Talk Write was an effective strategy because the score of the experimental group and control were different.

Another study was carried out by Ambarsari, Syarif, and Refnaldi (2018) they conducted his research also using Think Talk Write Strategy. He did an experimental research study to prove the effectiveness of Think Talk Write Strategy students' reading habit toward. The research design is quasi-experimental. It's used a report text. The result of this study is that there was no interaction between strategy used and reading habit toward students' writing ability.

Next study conducted by Setiawan, Sujana, and Apgrianto (2017) they conduct the study by comparing two groups, the experimental groups using Think Talk Write (TTW) Strategy and the control group using Presentation-Practice-Production (PPP) technique. The

finding of the study was the TTW strategy gave significance effect on students' writing descriptive text ability.

Last is the study conducted by Supandi, et al. (2018) they did the study for improving students' ability in mathematical representation. The results of the study indicated that there are differences in the mathematical representation abilities of students according to their self-efficacy levels, with the higher levels of self-efficacy indicating greater confidence in such abilities.

From the three previous studies above, we can say that, if Think Talk Write Strategy the first study was an effective strategy. The second study was not an effective strategy and the last Study was effective. So, the researcher conducts the research using Think Talk Write in writing recount text at first grade of SMK.

RESEARCH METHOD

This experimental research was applied to the current study on the first-grade students of SMK Plus Almaarif Singosari Malang to mastery the result of their English writing in Recount Text. From the functions, it ensures the researcher to believe that by functioning experimental design, the researcher finds a significant result whether or not students who are taught using think talk write can make students have better writing achievement that those students who are taught using conventional method. The quasi-experimental design is illustrated below:

Group	Pre-test	Independent variable	Post-test
E	X1	Think Talk Write	Y1
C	X2	Conventional method	Y2

Notes:

E : Experimental group

C : Control Group

X1 : Pre-test score of E

X2 : Pre-test score of C

Y1 : Posttest score of E

Y2 : Posttest score of C

The population was defined as all members of any well-defined class of People events, or object. The target population of this research was taken from the first-grade students of SMK Plus Almaarif Singosari Malang. There were six classes. The population of first-grade students of SMK Plus Almaarif Singosari Malang is 153 students. They are class TOI (Teknik Otomasi Industri) , RPL (Rekayasa PErangat Lunak), TKR (Teknik Kendaraan Ringan) 2 classes and TSM (Teknik Sepeda Motor).

For this research, the researcher took two classes as the sample TKR classes, each of which consists of 30 students. TKR A 17 students and TKR B 13 students. The researcher chose classes TKR because of these classes have lower in writing ability than the other three classes before. The consideration of taking the sample is that this sample is based on the recommendation from the English teacher and purposive sampling used because the researcher has difficulties to choose the respondents.

The experimental design included the three terms was that pre-test, treatment, and post-test. The purpose of these terms was to compare the scores that were collected from the experimental group. The researcher applied the pre-test, treatment, and post-test as a research instrument for the experimental group. The researcher applied pre-test and post-test for control group Pre-test contains writing test. The aim of post-test was to measure whether the score of pre-test was different significantly after conducting the treatment in the research. When the score of post-test of the experimental group was higher than post-test of the control group, it indicated that there was significantly different among student taught with Think Talk Write and student taught using Conventional method. Pre-test contained writing test. The result of this test was the first data to be analyzed in this study. The researcher conducted post-test for the experimental group. Post-test is administrated after giving treatment for the experimental group.

The research made a test as pre-test and post-test to be given to the student in experimental research. The test was made based on the materials in the class which used a picture for the stimulus in writing recount text. The test was concerned with the student book tenth grade. The task was concerned with writing recount text. The task of writing recount text was based on the writing scoring rubric of recount text which has been consulted with the English teacher.

The data collection was taken from scores of post-test of the experimental group and post-test of the control group to know whether applying Think Talk Write strategy was more effective or not. There are three steps to collect data in this research.

First is pre-test. In the pre-test the researcher gave the same test to the experimental group and control group in order to know the students' writing ability in the first time. The text is a recount text.

Second is treatment. In this study there are two classes which become the subjects, they are TKR A and TKR B. Each class was taught used different treatments. The experimental group (TKR A) was taught using TTW Strategy and the control group (TKR B) was taught using conventional method. Both of class is learnt the same material about recount text the difference is on the teaching methods used. The treatment was given in three meetings for both groups. The duration for each meeting is 2 x 40 minutes.

Last is post-test, the researcher give the same test to the students, to measure the improving of their writing ability after the treatment given.

FINDING AND DISCUSSION

For the next step of the research, the researcher processed and analyzed the data from pre-test and post-test scores. Before that, the researcher analyzed and tested hypothesis pre-requisite test as the first analysis which contained of normality test and homogeneity test to make sure that class TKR A and TKR B were homogeneous.

Test of normality in the pre-requisite test was used to find out whether the pretest result of both groups, class TKR A (experimental group) and class TKR B (control group) which had been collected from the normal distribution or not. The pre-test was done on the same way for both the experimental group and the control group. The test distribution was considered normal if the significance level is >.05. The result of the calculating using SPSS 20 could be seen on the table on the next page.

Table 4.1.1 Tests of Normality of Pre-test Group

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result of the Study	pre-test experiment	.147	17	.200*	.935	17	.268
	pre-test control	.175	13	.200*	.918	13	.237

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the test normality output, the researcher found that the significance value for class TKR A (experimental group) is .268 and the significance value for class TKR B (control group) is .237. It can be concluded that the pre-test of both of the groups came from normal population because both of the significant values were >.05.

Test of homogeneity was done to know whether the sample in the research came from population that had the same variance. Here is the computation result for test of homogeneity of variance between experimental group and control group.

Table 4.1.2 Test of Homogeneity of Variance Pre-test Group

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.281	1	28	.600
	Based on Median	.292	1	28	.593
	Based on Median and with adjusted df	.292	1	25.244	.594
	Based on trimmed mean	.301	1	28	.587

Based on test of homogeneity output, the researcher found that the mean of significance value in the pre-test is .600. It can be concluded that both control and experimental groups had no difference. The result showed both classes had similar variance or homogeneous.

After doing test in both classes, scoring the result of the test using analytic scale and the means score of the two classes were determined, the two means were compared by applying t-test formula. T-test was applied to know the difference of students' writing skill in pre-test from both of the groups before the treatment. Both of the groups were received the same material on pre-test. The researcher determined the level of significance .05 and computed the pre-test analysis of t-test by using SPSS 20. The result of the analysis can be seen in the following table.

Table 4.1.3 Group Statistics of Pre-test Group

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of the Study	Pre-test experiment (TTW)	17	47.382	14.4909	3.5146
	Pre-test control (conventional)	13	48.269	10.9917	3.0485

Table 4.1.3 Independent Samples Test Pre-test Group

Table 4.2.2 Independent Samples Test of Post-test Group

		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
Result of the Study	Equal variances assumed	.281	.600	-.184	28	.856	-.8869	4.8288	-10.7782	9.0045
	Equal variances not assumed			-.191	28.000	.850	-.8869	4.6525	-10.4171	8.6433

From the data above, it showed the mean of both groups for students writing ability in the pre-test. The mean for experimental group was 47.38 and the mean for control group was 48.26. Beside the standard deviation for control group was 10.991 and for experimental was 14.490.

The result above showed that the t-value for pre-test score from both of the groups was -.184. Which was the *df* 28 and the sig. (2-tailed) was .856 or >.05. The mean difference was -.8869 and the standard error difference for both of the groups were 4.8288. It was concluded that there was no significance difference between experimental group and control group. Since the result of pre-test analysis showed that the two groups were not significantly different, so the post-test was analyzed by using T-test that was computerized by using SPSS 20.

Post-test data analysis was done after the researcher processed and analyzed the data from post-test score.

The researcher delivered descriptive statistic in various groups which consisted of two dependent data, method and class. As the experts' views, research methodology field had been presented of quasi experimental beliefs as one of some experimental designs which differed from others due to the way taking the sample. This quasi experiment also required two groups which were Think Talk Write and Conventional method in comprehending the treatment result that was gotten from both groups.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest TTW	17	75.0	95.0	82.471	7.0411
posttest CON	13	47.5	90.5	70.577	12.1000
Valid N (listwise)	13				

From the table above, it could be analyzed that N was the sum of the valid data from the two groups that was 13. The means of TTW Strategy was 82.47 and 70.57 for conventional method in post-test. The total mean of both of the group was 76.52. The standard error deviation for TTW was 7.04 and 12.10 for conventional method. Besides, the result of the pre-test data showed that there was no significance difference between the two groups. Due to the difference of the pre-test result the researcher use T-test to analyze the data of this study.

After doing the test in both classes, scoring the result of the test using analytic scale and the means score of the two groups were determined, the two means were compared by applying T-test. T-test was applied to know the difference of students' writing ability in post-test from both of the groups after the treatment. The researcher determined the level of significance .05 and computed the pre-test analysis of t-test by using SPSS 20. The result of the analysis can be seen in the following table.

		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
Result of the Study	Equal variances assumed	3.157	.086	3.383	28	.002	11.8937	3.5162	4.6911	19.0962
	Equal variances not assumed			3.159	18.109	.005	11.8937	3.7655	3.9861	19.8012

The result was presented in the table above labeled independent sample test. Accordingly, this table showed that t-value is 3.383 while the *df* is 28. Based on critical value of the table at .05 level significance with df=28 is 2.048 it shows that t-value is higher than critical value. It means that, there was significant difference on the students' recount text writing ability score when the students using TTW Strategy of the first grade of SMK Plus Almaarif Singosari.

If the t-value higher than t-critical values the alternative hypothesis (Hi) was accepted and the null hypothesis (Ho) was rejected. It means that TTW Strategy was effective in supporting the students' first grade of SMK Plus Almaarif Singosari on their writing ability of recount text.

In this study, the researcher assumed that an interesting strategy during the teaching and learning process make students easier to get an idea on their writing. The result of the computation showed that the mean of the students' score after taught by Think Talk Write was higher than the mean of the students score taught using conventional method. Based on the data obtained from the result of the post-test score, it can be seen that there is significance difference between the mean score of the experimental group and control group.

The researcher concludes the Think Talk Write Strategy is an effective strategy to solve students' problem in getting an idea for their writing. As we meet senior high school students, most of them got difficulty on their writing. They faced difficulties to get an idea. In this study, Think Talk Write Strategy can help them solve the problems. According to Silver and Smith (1996:21) that the role and duties of teachers in an effort to make effective use of strategic TTW strategy is filed and provides tasks that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored in the discussion, and to monitor, assess, and encourage students to actively participate.

The procedure in writing recount text using TTW Strategy was simple the researcher reviewed the test before (in pre-test) after that explained the material about the recount text to the students. In the pre-writing, the researcher gave and explained the topic and the use of TTW Strategy. After all students understood the material, the researcher asked the students to rewrite the written or the text that they have written in the pre-test by using TTW Strategy and write the text in order based on the recount text structure. The researcher asked the students to make group consist 3-5 students in each group. After that, the researcher asked students to discuss what have the researcher explained and gave the right example about the recount text. Then, the students made rough draft of recount text based on the text that they have written in the pre-test. After that, the students were asked to develop their rough draft become paragraph based on generic structure of recount text it was called final writing on the

treatment. The last, the students write another recount text for the post-test by different topic. The researcher was monitoring and guiding the students during the activity.

The purpose of this research is to investigate how far the student ability in writing recounts text using Think Talk Write Strategy, to investigate the differences before and after the treatment was given. Based on the treatment process, the researcher concluded that Think Talk Write Strategy was an effective strategy to build students idea in writing. With respect motivation, the students commented that they were enthusiastic about the activity experimented during the treatment. Also, they were not worried or anxious about their grades or the exam, since a low-stress and a friendly environment was provided during the whole period of study.

The result of this research gives contribution to theory of the use Think Talk Write Strategy in enhancing students' writing ability. The use of TTW strategy in teaching recount text gave positive influence towards the students rather than the use of conventional method. It was because Think Talk Write strategy gives chance for students to gain idea and information needed to write. When they were given a topic by the teacher, they would develop the topic by generating the ideas in their minds. When the students felt that they were not able to develop their ideas, the teacher brought some questions related to the topic given.

Supandi, et al (2018) the Think Talk Write Strategy actually has been applied in Mathematical representation and the result shows that, this strategy has proved to be able to improve the students' ability in writing. The present research also has proved that this strategy could improve the students' writing ability in recount text of the first grade students of SMK Plus Almaarif Singosari. Brown (2000:7) argues that teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning. Listing Strategy has been done his goals but Think Talk Write (TTW) Strategy gave more on setting a supportive and a positive condition for learning which make the students work and think for their task. Furthermore, teaching writing through Think Talk Write (TTW) strategy has encouraged the students to do several activities as the main point to achieve better writing skill. In teaching learning process, Think Talk Write (TTW) strategy required the students to read and understand the text by self while making notes (*THINK*). Then, they had a chance to sit in group after thinking stage where the members of the group discuss about the text that they had read (*TALK*). After the students making notes and having discussion, they have to write the rough draft (*WRITE)*.

This research was conducted by using a quasi-experimental design which is aimed to find out whether or not the students who are taught using Think Talk Write Strategy have better writing ability especially in recount text than students who are taught using conventional method. According to the result of the calculation explained in the two previous chapters, it can be concluded that there is a significant between both tests. The data result shows the t-value is higher than t-critical (3.383>2.048) at the significant level .05 since the hypothesis is accepted. Further, Think Talk Write Strategy is an effective strategy to improve students' writing ability of recount text in the first grade at SMK Plus Almaarif Singosari.

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