IMPROVING STUDENTS' WRITING ABILITY THROUGH THINK TALK WRITE METHOD

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Abstract

The purpose of this research was to find out the improvement of students' writing ability in writing narrativetext through think talk write method.The design of this research is point out in the experimental class design. This research will compare the think talk write method and ordinary teaching model. The population of this research was the tenth grade of SMKPGRI 3 cimahi. This study used quasi experimental design. The data was collected through pre-test and post-test, in order to find out some of the results that have increased or decreased, The results showed that an experimental class with the TTW (Think Talk Write) method. The pre-test results were supported by highest score and the lowest with the highest, pre-test score of 85 while the lowest score was 52, and the post-test score was 52 and the post-test score with the highest score of 93, and the lowest 70. With the pre-test and post-test researchers could compare the assessment.

Keywords: *Writing Ability, Narrative Text, Think Talk Write*

INTRODUCTION

According to Carter, et al (2002: 269, cited in Apsari, 2017), writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. Blanchard and Root (1998: 1, cited in Mundriyah & Parmawati,2016) state that learning to write in a new language is not always easy. The definitions of writing are variously stated by some experts. Writing is an activity of expressing ideas or ideas expressed through certain symbols that are understood (Elvina, 2015:113, cited in Mulyati & Rohaeti, 2018). Meanwhile, Brown argues that writing is a thinking process. Furthermore, he states that writing can beplanned and given with an unlimited number revisions before its release (Brown, 2007).

Communicative approach is based on the idea that learning successfully and comes through having to communicate real meaning (Brown, 2007). Communicative Approach is commonly used in many schools in Indonesia. One of communicative approach models is Think Talk Write. It is a strategy introduced by Huinker and Laughlin (in Supriyono 2011) ,these strategies basically built through thinking, speaking, and writing. The flow advances think-talk-write can starting from involvement of students in thinking or dialogue with itself after the reading process, and 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. this strategy learning expected to develop the ability problem solving is a Think-Talk-Write (TTW). According to Huda (in Azis 2016) "Think-Talk-Write is a strategy that facilitates the exercise verbally and write the language fluently. In this reaserch,

think talk write model wold used in teaching and learning narrative text. According to Nuriskandar (in Sartika 2017), Narrative text is a text that tells something imaginative or something that is only imaginary and its purpose is only to entertain the reader. Beside, according to Anderson (in Mansur 2014), Narrative is one kind of literary text beside poetic, dramatic, and response which tells a story with the purpose to entertain the reader or audience.

METHOD

The research used quantitative method. The definition of Quantitative research methods is research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena (Morton, 2018). The research design would used quasi-experimental research to findout the improvement of students' writing skill in learning narrative text using think talk write method. In quasi experimental method, researcher maked two group, the first group is experimental class would treated with think talk write method, and second group will treated in ordinary teaching method. The researcher choosed the tenth grade of SMK 3 PGRI Cimahi as Population, and the sample would choose the students' of X TSM 1 as experimental class and students' of X TKJ 1 as Control class.

RESULTS AND DISCUSSION

Results

The test was given to students' of class X of SMK 3 PGRI Cimahi, where the students' of X TSM 1 as experimental class, and students' of X TKJ 1 as control class. The written test result of experimental class was showed an improvement in leaning written narrative text before and after given the treatment. The result of pretest showed that : the experimental class data result from normalyti test was sig ,065 mean sig <0,05, it mean that the normality test data H_1 is accepted. Beside, the result of control class normality test was sig ,014 , so the H_o Is refused. The result that the data from posttest was : the experimental class data result from normalyti test was sig ,043 mean sig <0,05, it mean that the normality test data H_1 is accepted. Beside, the result of control class normality test was sig ,200 mean sig >0,05 , so the H_o Is refused. From the data above, the result from those test is not normal distribution. After that, the test result will continued to homoneneity test. The result of homogenety test of variances is the data sig ,853 the mean significance >0,05. From that result means that the experimental class and control class is homogeneous. The research will continued to Mann Whitney (parameter test). The result of Mann Whitney test was ,020. So, from that result the H_0 is refused.

Table 1. Experimental Design

PAM	Pre test Experimental	Post test Experimental
High	85	93
Medium	74	80
Low	52	70

They are to find out to students' abilities in pre test and post test :

Writing Test Result

a. Result of Students' Pre Test

Pre test was carried out before the researcher conducted the research chose the topic "Legend" as a theme to find out the ability of students with the existence of the test I. Students have written narrative texts based on the themes given by the teacher. The highest score is 85 and the lowest score is 52. Based on the score on achievement, is bad and not satisfactory.

b. Result of Students' Post Test

Post test has been carried out after researchers conducted research activites. The researchers offers several choices of topic "Fairy tale, Legend, Fable" They must write narrative text responding to the grammatical structure and choose one story by topic. Based on the results of second test above, it shows that there is an improvement from the test. The highest score is 93 and the lowest score is 70 most students show improvement in writing narrative text.

c. Comparison between pre test and post test

    After the researchers obtained all the data needed from the test scores pre test and post test, The researchers concluded that this study was successful. Based on the results of the pre test and post test scores. The researchers concluded that the models think talk write.

Score	Level of Mastery
90-100	Excellent
80-89	Good
65-79	Sufficient
55-64	Insufficient
Less than 55	Poor

Discussion

The result of the test showing an improvement before and after class given the treatment. It showed from written test. The mean score of Experimental is better that control class. It can be concluded that teaching and learning narrative text using TTW (Think Talk Write) method is more effective than using ordinary teaching, because students can better understand the TTW (Think Talk Write) method and students are more active in the class. Besides that student are very understanding in the TTW (Think Talk Write) method. So, Student can ask a lot about the material using method.

CONCLUSION

Teaching and learning writing narrative texxt using TTW (Think Talk Write) method is more effective teaching than using ordinary learning. Student can easily understand using the TTW (Think Talk Write)method, Students are more active in class and prefer writing.

ACKNOWLEDGMENTS

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