

THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON STUDENTS' WRITING SKILL IN RECOUNT TEXT OF THE TENTH GRADE STUDENTS' OF SMA SWASTA PELITA BULU CINA

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ABSTRACT

The object of the study was to find out whether there was an effect of think-talk-write (ttw) strategy on students' writing skill in recount text. The research design in this study was quasi-experimental design by using pre-test and post-test. This study was conducted with the tenth grade students of SMA Swasta Pelita Bulu Cina as the population of the study. The sample with 60 students as the sample of this study. The writer used X IPA-1 which consist of 30 students as the experimental class and X IPA-2 which consist of 30 students as the control class. The writer used test as the instrument of collecting data. The data collected from this study were analyze using t-test formula. The result of this study that was a positive effect of the result students' writing skill in recount text after using think-talk-write (ttw) strategy. It can be seen from the data analysis, it was found that value of t-observed (t_o) was higher than t-table (t_t). The result from calculating the data was t-observed ($t_o = 16,48$) and t-table ($t_t = 1,67$), it means, t_o is higher than t_t in significant level 5% so the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted. In order words, using think-talk-write (ttw) strategy had effect on students' writing skill in recount text of the tenth grade students of SMA Swasta Pelita Bulu Cina in academic year 2021/2022.

Keyword: writing, Think-Talk-Write Strategy, Recount Text.

ABSTRAK

Objek penelitian ini adalah untuk mengetahui apakah ada pengaruh strategi think-talk-write (ttw) terhadap keterampilan menulis siswa dalam teks recount. Desain penelitian dalam penelitian ini adalah quasi-experimental design dengan menggunakan pre-test dan post-test. Penelitian ini dilakukan dengan siswa kelas X SMA Swasta Pelita Bulu Cina sebagai populasi penelitian. Sampel dengan 60 siswa sebagai sampel penelitian ini. Penulis menggunakan X IPA-1 yang terdiri dari 30 siswa sebagai kelas eksperimen dan X IPA-2 yang terdiri dari 30 siswa sebagai kelas kontrol. Penulis menggunakan tes sebagai instrumen pengumpulan data. Data yang dikumpulkan dari penelitian ini dianalisis menggunakan rumus uji-t. Hasil penelitian ini adalah pengaruh positif dari hasil keterampilan menulis siswa dalam teks recount setelah menggunakan strategi think-talk-write (ttw). Hal ini dapat dilihat dari analisis data, ditemukan bahwa nilai t-hitung (t_o) lebih tinggi dari t-tabel (t_t). Hasil perhitungan data diperoleh t-hitung ($t_o = 16,48$) dan t tabel ($t_t = 1,67$), artinya t lebih besar dari t_t pada taraf signifikan 5% sehingga hipotesis nol (H_o) ditolak, dan hipotesis alternatif (H_a) diterima. Dengan kata lain, penggunaan strategi think-talk-write (ttw) berpengaruh terhadap keterampilan menulis siswa dalam teks recount siswa kelas X SMA Swasta Pelita Bulu Cina tahun ajaran 2021/2022.

Kata kunci: menulis, Strategi Think-Talk-Write, Teks Recount.

I. INTRODUCTION

English plays an essential role in the globe as an international language. Not only for

communication, but also for sharing of information Students must master four skills in English: listening, speaking, reading, and

writing. Students must master these skills, particularly writing skills, since, as Harmer explains (2004).

(Umami Umara, 2019) One of the most useful language skills is writing. A writer will produce a range of different sorts of writing when they are writing. As a result, in order to write a great paragraph or essay, practice writing needs a few actions.

Writing is one of the talents that teachers should emphasize to students. Pupils must consciously learn to write, and it is also desired that students will be able to write. Writing is an important skill for people who speak a foreign language as well as those who speak their own tongue.

In reality, Students are expected to compose essays that are competent, well-written, and correct, following the general pattern of language and proper essay writing techniques. Unlike speaking, where clarification and explanation can be done directly to make the message we convey to the person we're talking to clearer, writing tends to be more precise, precise, and uses some special tools to make it work well on the reader without creating anything, writing tends to be more precise, precise, and uses some special tools to make it work well on the reader without creating anything. There is a lot of ambiguity, misunderstanding, and misinterpretation. Writing is a valuable skill.

But in fact, Many students do not understand how to write a decent and proper essay according to the technique and generic format, and as a result, many students write erroneous essays that are less fascinating to read again. The researcher discovered the study's flaws, particularly There are numerous issues that pupils confront, and many students continue to struggle. For starters, students struggle to come up with concepts and have a limited vocabulary. Second, students are fearful of making mistakes since they have never practiced writing English in the form of paragraphs or texts, which might make them feel insecure. Third, because they do not have a lot of vocabulary, it can be tough to build good sentences in paragraphs. They are reported to

be uninterested in learning to write and to feel compelled to do so when they need to produce messages. As a result, kids struggle to construct a sentence and turn it into a whole paragraph.

The TTW (Think-Talk-Write) strategy is a cooperative learning method that facilitates the learning process in writing. Before students are expected to write, the Think-Talk-Write strategy provides time for contemplation and reflection, as well as time for organizing and testing ideas, according to Zulkarnaini (2011). The flow of communication moves from students conversing with themselves in contemplation or reflection, to chatting and sharing ideas with one another, and finally to writing." This strategy makes it easier for kids to come up with their own ideas. They can also interact and communicate with their peers. As a result, the students can assist one another in expanding their ideas. Penerapan strategy thinktalk-write (TTW) merupakan pendekatan yang selalu dikembangkan dalam pembelajaran untuk mengaktifkan dan menimbulkan inkuiri siswa dalam menyelesaikan materi pembelajaran, according to Meri Azrah (2017).

Writing is frequently effective as preparation for other activities, according to (Harmer, 2007:33), particularly when students create sentences as a precursor to discussion activities.

Writing is the process of converting thoughts into language; this means that we must first consider the topic of our writing before arranging the ideas using appropriate language (e.g. grammar and vocabulary). As a result, we must learn about writing organizational skills. They are written in two ways: first, to transmit a certain message, and second, to communicate to someone. What we write and how we write are influenced by our message and who we're writing to. For example, if you write a note to yourself to remind yourself to do something, you can use sloppy handwriting and single words that no one else would understand. If you write a note to remind a friend of something, your note will most likely be clearer and more kind.

A recount text is a text that describes a series of events while also attempting to verify its meaning in some way. The author's attitude and thought gestures are generally present in the story recount.

The social function/purpose of the book is to inform readers about events that occurred in the past through a series of occurrences. A recount is a method of listing and describing past events by retelling them in chronological sequence which they took place. Recounts are stories that are written to recount events in order to inform or entertain their audience (or both). The objective of a recount text, in a nutshell, is to retell a previous experience.

Think Talk Write (TTW) is a teaching method for practicing language before it is written down (Suyatno, 2009). The first step in this method is to think about what you're reading. The outcome of the reading was then relayed via presentation or discussion. The outcome of the conversation will be written down at the conclusion. Furthermore, Huinker and Laughlin claim that (1996:82). Before students are asked to write, the Think-Talk-Write (TTW) Strategy evaluates and tests the arrangement of ideas. The use of TTW strategies in English classes will offer students with experience in solving contextual difficulties and will improve their writing skills, particularly in the structuring of ideas in English. Think Talk is also supported by Murni et al., (2018).

Pembelajaran kemampuan siswa dalam bekerja sama bersama temannya dapat mengembangkan kemampuan siswa dalam bekerja sama bersama temannya dengan model Think Talk Write (TTW). berpikir, membicarakan idenya, mendengarkan ide teman, dan menulis. Suasana kreatif akan dibuat dan menyenangkan dalam belajar.

Desy Ambari (2013:3) phrased it thus way: "Model pembelajaran Think Talk Write dapat menciptakan suasana belajar yang menyenangkan dan bermakna dalam pembelajaran dari hasil penyelidikan, penyimpulan, serta meningkatkan minat dan partisipasi dan daya ingat." Penerapan pembelajaran model TTW dalam penelitian

tindakan kelas ini, diharapkan, dapat meningkatkan keaktifan siswa. Siswa dapat merasakan belajar secara nyata dengan cara yang nyata Siswa akan belajar dan menghasilkan informasi dari berbagai sumber bagi temannya. Pembelajaran bahasa Inggris yang membantu siswa untuk memikirkan materi ajar, membicarakan idenya, dan menulis hasil diskusi bersama teman dengan menjadi kesimpulan penemuan masalah yang disajikan guru, dapat meningkatkan hasil belajar siswa. Aside from that, you can use the TTW model pembelajaran.

Huda explains, "Think-Talk-Write is a strategy that helps the practice verbally and fluently write the language." The Think-Talk-Write strategy incorporates time for thought and reflection, as well as time for organization, as students proceed from introspective contemplation to discussing and sharing ideas with one another, to writing. Students are encouraged to think, speak, and write on a given topic using TTW strategy. This strategy is intended to improve writing fluency and to prepare the language for writing.

According to Huinker and Laughlin, the processes of Think-Talk-Write are divided into three steps:

1. Think

Students engage in a thought-provoking, self-reflective discourse in this step. In a piece of paper, the kids put down their ideas and anything else they're thinking about in their own language.

2. Talk

The talk activity is the following step, in which the student begins to speak. Academically, the students were separated into groups of four or five in the discussion step. This phase allows pupils to talk about what they did in the previous one. The students in this stage reflect, organize, and share their thoughts in a group discussion format. Furthermore, according to Reid in Huinker and Laughlin, a learner can test ideas, explore language, experiment with new techniques of

organization, and not lose valuable concepts by talking to a sympathetic partner.

3. Write

The students write the outcome of the discussion they had in the previous stage in this phase.

According to Asnita, as reported in Hamdayama (2012: 222), There are certain benefits and drawbacks to this strategy:

Advantages of think-Talk-Write strategy:

The Think-Talk-Write strategy has the benefit of sharpening the full visual thinking skillset.

Create a rational solution to assist pupils in comprehending educational materials.

It is possible to improve students' critical and creative thinking abilities.

Interacting and discussing with the group will actively interest pupils in learning.

5. Giving children the freedom to think and speak with their peers, professors, and even themselves.

II. RESEARCH METHODOLOGY

This research location at tenth grade students' of SMA Swasta Pelita Bulu Cina, which is location on the street Emplamen B Kec. Hampara Perak. This study was concert on effect of Think-Talk-Walk (TTW) strategy on students' writing skill in recount text of The Tenth Grade Students' of SMA Swasta Pelita Bulu Cina. This reaserch would be focus on the grade students in academic year 2021/2022.

According to Arikunto, a quasi-experiment is a method of determining the causal link between two variables. parameters that the researcher has purposefully raised by limiting or eliminating any distracting circumstances (2006:3).

This study was a quantitative or quasi-experiment, which implies it was based on a basic experiment. In order to perform this study, the author used an experimental research design in which two groups were quasi-experimented, one being the control group and the other being the experimental group.

Table 1 Design of the Study

Group	Pre-Test	Treatment	Post-Test
Experime ntal Class	✓	Treatment by using Think Talk Write Strategy	✓
Control Class	✓	Treatment by using Conventional Method	✓

Table 2. Population of the Study

No	Classes	Male	Female	Total
1	X SMA IPA 1	10	20	30
2	X SMA IPA 2	14	16	30
Total				60

Table 3. Sample of the Study

Sample	Classes	Number of Students
Experimental Class	X IPA 1	30
Control Class	X IPA 2	30
		60

III. RESULT AND DISCUSSION

In order to collect data, the author taught both experimental and control courses using different approaches. In the control class, students are provided recount texts using traditional means, such as the lecture method often used by professors. The data was then evaluated using a t-test to see how the think-talk-write (ttw) technique affected students' recall text writing ability.

The data of students' ability were divided into two kinds, the data in the experimental class and controlled class which had gained from pre-test and post-test that was applied in both of class.

From the data were collected the lowest score pre-test in the experimental class was 21 and tge highest score was 55 while the lowest control class, data were collected the lowest score pre-test was 21 and the highest 54, while the lowest score in the post-test experimental class was 56 highest score was 90, and control group the lowest score post-test was 40 and the highest score was 71.

The writer hypothesis is "there is an effect of think-talk-write (ttw) strategy on students'

writing skill in recount text". After calculating the data, the writer tested the hypothesis based on the statistical hypothesis.

The data presented in this part was the result of pre-test and post-test in experimental class. The score was classified based on some categories, Maximum scores, minimum scores, total of the pre-test and post-test, and also the mean of the test. Score experimental class in which the pre-test N 30, Total of the pre-test 1080, while the post-test showed 2052, the pre-test mean was 36 and the post-test mean was 68,4 and gained score was 919, with 55 as the maximum score of pre-test and 90 as maximum score of the post-test. Meanwhile the minimum score of pre-test was 21 and 21 was the minimum score the post-test. In addition, the gained score, which was 919 is 30.63 from the total, also showed significant improvement. Based on the result is $X1 = 30.63$, $\sum Y1 = 919$, $N1 = 30$.

The data presented in this part was the result of pre-test and post-test in control class. The score was classified based on some categories, maximum scores, minimum scores, total of the pre-test and post-test, and also the mean of the test.

Meanwhile, the data of the students' score of control class showed also some improvement, based on the increased mean score, although it cannot be categorized as significant improvement. The mean score of the pre test was 32.8 and the mean score of post-test was 46.23 and gained score was 400. Meanwhile the total score of pre-test was 985 and the total score of post-test was 1.387. The gained in the control class from pre-test and post-test was 410 is 13.66. Based on the result is $X2 = 13.33$, $\sum Y2 = 400$, $N2 = 30$.

The technique of data analysis used in the experimental research is t-test formula. The used of t-test formula was to examine the hypothesis of the research after collecting the data in this experimental research.

If $t_{test} (t_o) > t_{table} (t_t)$ in significant degree 5%, null hypothesis (H_o) is rejected or alternative hypothesis (H_a) is accepted. If $t_{test} (t_o) < t_{table} (t_t)$ in significant degree 5%, null

hypothesis (H_o) is accepted or alternative hypothesis (H_a) is rejected.

If $t_o > t_t$, H_a is accepted and H_o is rejected, according to the hypothesis criterion. If $t_o = t_t$ H_a is refused and H_o is accepted in the other case. T_o stands for t-observation, while t_t stands for t-table. The null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted, based on the results of calculating the data observation ($t_o = 16.16$) and t-table ($t_t = 1.67$). This implies that t_o is higher than t_t in a significant level of 5%, therefore the null hypothesis (H_o) is rejected.

The average score from the experimental class taught by using the think-talk-write (ttw) strategy is 30.63, while the average score from the control class is 13.33, according to the data obtained. It signifies that the experimental class's average score is higher than the control class.

The t-observation (t_o) is 16.16, and the t-table (t_t) is 1.67, as determined by the average score in each class. Because $t_o > t_t$, the alternative hypothesis is accepted and the null hypothesis is rejected because t-observation is higher than t-table.

Based on the analysis of the result, the writer can conclude that teaching writing skill in recount text by using think-talk-write (ttw) is effective. It can be seen from the result above that t-observation is higher than t-table (t-observation (t_o) = 16.16 > t-table (t_t) = 1.67).

The value $t_{observed} = 16,16$ after calculating the data. The testing hypothesis is used to determine whether or not a hypothesis should be accepted or rejected. The H_a is accepted if $t_{observe} > t_{table}$, which is the basis of hypothesis testing. In this study the calculation of the scores uses t-test for the degree freedom 58 ($df = (N_1 + N_2) - 2$) at the level of significant 5% (0,05) that the critical value is 1.67. Comparing t-observation ($t_o = 16,16$) and t-table ($t_t = 1.67$). We know that t_o is higher than t_t . t-table (t_t) at significant level 5% = 1.67. The hypothesis criterion states that: if $t_o > t_t = H_a$ is accepted and H_o is rejected. In other condition, if $t_o < t_t = H_a$ is rejected and H_o is accepted. T_o is t-observation and t_t is t-table. The result from calculating the data observation ($t_o = 16.16$)

and t-table ($t_t = 1.67$), it means, t_o is higher than t_t in significant level 5%, so the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted. This meant that the students' writing skill in recount text that taught by think-talk-write (ttw) strategy was better than taught by conventional method.

IV. CONCLUSION

Based on the result and the interpretation, think-talk-write strategy has an effect on students' writing skill in recount text of the Tenth Grade students' at SMA Swasta Pelita Bulu Cina. The writer found that t-test 16.16 is higher than t-table in both degree of significant 5% is 1.67. it means that the alternative hypothesis was accepted, while the null hypothesis was rejected. It can be conclude that there is an effect of think-talk-write strategy on students' writing skill in recount text of the tenth grade students' of SMA Swasta Pelita Bulu Cina in academic year 2021/2022.

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