TEACHING WRITING THROUGH THINK, TALK, WRITE (TTW) TECHNIQUES FOR JUNIOR HIGH SCHOOL LEVEL

Nurfisi Arriyani
Universitas Tamansiswa Palembang

Videla Sari, S. Pd.
Universitas Tamansiswa Palembang

ABSTRACT: Think-Talk-Write is one of learning strategies which purposes to improve students' understanding ability. This strategy can minimize the students' difficulties in writing and help the teacher in teaching writing. In other words, Think-Talk-Write can help students construct their own knowledge. So that, the students understand the concept better. Students are also able to communicate or discuss their thought with their friends. So, the students can help each other and exchange their ideas. This strategy can help students to understand the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing or in this case, students are able to make narrative text. Thus, this research was done to see whether Think-Talk-Write techniques gives contribution to improve the students' motivation in writing narrative text at Junior High School level. It was found that teaching process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that Think-Talk-Write techniques can improve students' achievement in writing narrative text.
Keywords: Think-talk-write strategy, writing narrative text

Writing is one of the ways to convey something without having to express it orally or spoken. It is a skill of language that can be used to communicate and to express with others in the written form. Based on the preliminary research, the writer found that many of students at senior high school level have difficulties in understanding the narrative text. Based on the interview to some English teachers, the students' ability in writing, especially narrative text is still poor. It happened because of some reasons. The students have low motivation in writing, the students are not able to write correctly, they have low vocabulary and not interested to the writing materials. Moreover, they did not have ideas on their mind what they want to write. The students often felt confused what they have to write and felt difficult to understand language features about narrative text. It indicated that most students still faced difficulties in writing narrative text. Some interviews have been done also to some of students and it showed that most of the students had difficulties in writing narrative text. They stated that they face the fact they just got passive activity in the class while learning writing material. They just sat and listened quietly to the explanation from the teacher. When it comes to the exercises, the students face more confusing. It happened because they did not get involved in learning process. Furthermore, the teacher did not use the interesting techniques in teaching writing especially narrative text. When the researcher interviewed the English teacher she stated that she does not have specific techniques, she only focused on the material and the most important of the role. It means the teacher techniques is expository techniques.

Teaching learning process basically is a process in which teachers and students interacts each other. The process needs students' active role. Therefore, the teacher should use strategy to make students enjoy, get fun, and interested in the class. According to Hayland (2002:38) writing is learned, rather than taught, and the teacher's best method is

flexibility and support. It means that writing is a process to write something with enjoy and fun in learning English for the students by guiding the teacher to give support in writing classroom activities.One of techniques which are suitable in teaching writing is Think-Talk-Write (TTW) techniques. Think-Talk-Write is of learning strategy which is purpose to improve students' understanding ability. It means Think-Talk-Write is techniques which to develop students' idea understanding ability. Huinker and Laughlin cited in Ratna and Giska (2015:02) states that Think-Talk-Write techniques builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. It means that Think-Talk-Write strategy is learning techniques which basically with Think-Talk-Write. This techniques have purpose to improve students ability in writing especially narrative text.Think-Talk-Write is effective to be implemented in teaching writing.

Writing is important to express what the researcher thought through written form and it is also used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language. As Raimes (1983:129), writing is a medium for communication, it is help us connect to other and the reader must understand the purpose of our writing, what we are going to inform or to say. It means that writing is a process of communication and transfer informational massage to reader. Moreover, Siahaan and Shinoda (2008:3) said that writing is a process of communication which uses conventional graphic system to convey massage to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph. It means that in writing process of communication through graphic system to get the ideas and writing is difficult skill because must use correct grammatical and coherence of the one paragraph to other paragraph.Harmer (2004:4) added that writing is activity to express and put on the ideas or thought on written form. It means that in writing is activity when researcher express and put on the ideas on written form to communicate information to the reader or group of readers and can be understood by the reader. Therefore, it can be concluded that writing is one of tools of communication, where the writing is a process to convey what the writer thought and develop the ideas through written form. In writing, the writer should consider to have combine the correct grammatical and also the coherence of the paragraph or the text because writing is an activity to express and put on the ideas or thought on written form. It can be said that when we are trying to write something, we need some steps in doing it. Writing is a progressive activity;we first write something down what we have already been thinking about, what we are going to say and how we are going to say it. In other words, writing is never a one step action, or in other words it is a process that has several steps asHarmer (2004:4) mentions that writing process is divided into four stages. They are:

A. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researcher this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

B.   Drafting
     We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

C.   Editing (reflecting and revising)
     Once researcher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

D.   Final version
     Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.

LITERATURE REVIEW

Purpose of Writing

     For most of students, writing needs great effort especially in English. In writing a text, students should know the right structure and choose appropriate words to be used in making sentences. It is supported by McCrimmon's statement (1983:6); writing is hard work. But writing is also an opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present.The researcher concludes that writing is difficult skill because many students cannot express their ideas in written text. The purpose of writing is to give information from the researcher to the reader. A written text is used to convey the written message or information correctly and effectively. The writer should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writer's ideas or thought the purpose of her/his written text.

Concept of Writing Ability

     Tribble (1996:130) states there are five aspects which have to fulfill in writing. The five aspects writing are as the criteria of good writing. Here they are :
1. Content (the agreement with the title chosen).
2. Organization (paragraph unity, coherence, and cohesion).
3. Vocabulary (the precision of using vocabulary).
4. Language use (tenses and pattern).
5. Mechanics (spelling and punctuation).

     There are aspects that can be used by teacher, lecturer, or writer to assess the students' writing. From those five aspects we can evaluate the students' writing ability. To accomplish good writing, the writer also work hard to found right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability is very important for writer especially to get excellent writing.

Think-Talk-Write (TTW) Technique

Think-Talk-Write technique can help students construct their own knowledge. So that, the students understanding of the concepts is better. Students are also able to communicate or discuss their thought with their friends. So, the students can help each other and exchange their ideas. This technique can help students to understand the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing.Think-Talk-Write (TTW) is the first technique introduced by Huinker and Laughlin. In their book, Huinker and Laughlin (1996:82) state that thinking and talking are important steps in the process of bringing meaning into the students' writing.Think-Talk-Write technique builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progress from the students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another and to writing.It means that writing, thinking and talking are important steps because it they can explore students and understand of writing. They added that talking encourages the exploration of words and the testing of ideas. When the teacher provides opportunities for the students to talk, their uncertain about thing that they unsure before will be decreased. Thus, the students will be able to make an understandable and meaningful product of writing.Huda (2013:218) stated Think-Talk-Write is technique that facilitates the exercise verbally and write the language fluently. This technique used to improve the students' exercise through presented and discussed the material. Then, convey the result through written form. It means that Think-Talk-Write can help the students to collect and to improve the ideas through structural discussion. It means that Think-Talk-Write technique can help students to improve the students' ability in writing through three steps. It is Think, Talk and Write.

Procedures of Think-Talk-Write

Yamin and Ansari (2004:84) mentioned the role and duties of teacher in an effort to streamline the use of technique Think-Talk-Write provides tasks that allow students to engage actively thinking, encouraging the students ideas to explain oral and written carefully, consider and give information about what students discuss and to monitor, asses, and encourage students to participate actively. In accordance to reach these expectations, the learning should be designed which accordance with the following steps:

A. The teacher asks students as individual to read a text and make a notes about what they have read (Think).
B. The teacher asks students to do interaction and collaboration with their group to discussion the note (Talk). in this activity, the students using their own word to explain ideas in their group.
C. The teacher asks students as individual to conclude the result of the discussion in written form (Write). Writing can help the students to realize one of learning purpose and measure students' understanding the material that have learned.

Based on the statement above, it can be concluded as follows:

- The teacher explains the material about narrative text and helps the students to understand the material.
- The teacher make group. One group consist 4-6 students.
- The teacher asks the students as individual to read the text, for example narrative text and make notes what they have read from the text (Think).
- The students discuss the notes with their group (Talk). In this activity, the students use their own words to explain ideas in their group.
- After the students understand the result of the discussion, as individual the students make narrative text from some topic of narrative (Writing).

In teaching writing narrative text, the teacher needs something that can make students feel fun and have a good impression, so that the students will always remember what they have get from their teachers' explanation, and using Think-Talk-Write technique would give more benefit in supporting the learning process with a good way to increase the students' ability in writing a text. Think-Talk-Write technique is related with writing because the last activity in the TTW is writing.

The Research

Finding out the data of this study, the researcher used the writing test technique to determine the students' achievement in writing comprehension of the Junior High School level. Pretest was given before the treatments; it intent on to looking for the difference student's writing comprehension before and after the students using Think, Talk, Write (TTW) technique and the posttest after the treatment was given to measure the effectiveness of writing comprehension using Think, Talk, Write (TTW) technique. The researcher gave the essay test for the post test.There were two validators to validate the research instruments. The first isYeni Apriyanti, S.Pd., the result of analysis instrument test wasit can be used with the little revisions on. The second is Dwi ,S.Pd., the result of analysis instrument test was it can be used with the little revisions as well.The focus of content validation is on the adequency of the sample and not only simply on the appearance of a test. The spesification of the test was formulated based on the curriculum or syllabus of English for eighth grades of Junior High School. The writer estimated that content validity. Here, there wasone topic used to measure the validity. The topics were based on syllabus of the sample which was SMP Tamansiswa Palembang. In this case, the topic was tested to 30 students in one school. The real research was conducted to the eighth grades students of SMP Tamansiswa Palembang. Finally, to assess the reability, the test was measured by using two raters. The first rater was Try YeniApriati, SPd. She is a teacher at Persit in Palembang. The second was Dwi, S.Pd.; the teacher of english at SMP of Tamansiswa in Palembang. The student's final score is the combination or average of the ratings, the reability depends on the raters.The reliability test was done in one school (Perguruan Tarbiyah Islam Palembang). In assesing writing ability, the writer used scoring rubric which is proposed by Heaton (1991:146), there are five criterias, there are content (13-30), organization (7-20), vocabulary (7-20), language (5-25), and mechanics (2-5).It could be

concluded that the test used in this research was valid and reliable using two raters. The writer used the writing scoring scale to analyze the data in order to get the interpretation of students' score. There are five elements of writing scoring scale, namely; contents, organization, vocabulary, language use and mechanics.

FINDING AND DISCUSSIONS

Pre- test and Post - test of Experimental Groups

There were 30 students in experimental group. The high score in pretest was 71 and low score was 50. In the average of the students score was 60. The high score in posttest is 90 and the low score was 60. In the average of students was 70. Table 9 shows the frequency and percentage of writing ability in experimental group.Based on the Table 9 above in the pretest, 2 students (7%) were in good categories, 11 students (37%) were in moderate categories and 15 students (50%) enough categories and 1 students (3%) were in low categories. In post test, 7 students (23%) were in very good categories, 12 students (40%) were in good categories, 10 students (33%) were in moderate categories and 1 students (3%) were in enough categories

Pre- test and Post - test of Control Groups

Since the high score in pretest was 75 and low score was 50. In the average of the students score was 70. The high score in posttest is 80 and the low score was 60. In the average of students was 65. Table 10 shows the frequency and percentage of writing ability in control group.Based on the Table 10 above in the pretest, 2 students (7%) were in good categories, 16 students (53%) were in moderate categories and 9 students (30%) enough categories and 3 students (10%) were in low categories. In post test, 9 students (30%) were in good categories, 16 students (53%) were in moderate categories and 5 students (17%) were in enough categories.Based on the paired sample statistic, it was found that the total number of the student was 30 (N=30) In the pretest 60,67 and standard deviation was 6.065. In the post test main score was 73,50 and standard deviation 5.829. Table 12 shows the score of the degree of freedom (df) and t-obtained in experimental group.

Paired Sample Test

The result of the paired sample t -test shows the difference between the pretest and post test. The mean of pretest and post test was 12.833, standard deviation 7.396, degree of freedom was 29. From the result, it could be seen that t-obtained (9.504) was higher than t-table (1.710). After analyzing the data from the students' score in the pretest and post test in experimental group through SPSS version 16 Program, the writer found the difference between students' score. It was found that the students' average score in post test was higher than the average score in the pretest.

The total number of the students was 30 (N=30) In the pretest 60,67 and standard deviation was 6.065. In the post test main score was 70,20 and standard deviation 4.521. Table 14 shows the score of the degree of freedom (df) and t-obtained in control group. The result shows the difference between the pretest and post test. The mean of pretest and post

test was 12.833, standard deviation 7.396, degree of freedom was 29. From the result, it could be seen that t-obtained (9.504) was higher than t- table (1.710). It could be concluded in teaching writing, the writer found that the students could understand and active in the process of teaching and learning in the classroom. After analysis the data of the post-test in the experimental and control groups, it could be seen that t-obtained (12.366) was higher than t-table (1.710). It means that there was a significant difference of the student of two group (experimental and control group) who was taught by using TTW. It could be concluded that TTW as techniques was effective in teaching writing ability.The result of the independent sample t-test shows the value of t-obtained 4.223, at the significant level $p < 0.05$ for 2 tailed and degree of freedom (df) was 46, t -table was 1.678. Since the value of t-obtained was higher than t-table, the null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted. So, there was significant different in the students' writing ability achievement after the students' was taught by using TTW. Moreover, it was more effective than conventional way to the Junior High School level.It was shown by the students' motivation in teaching writing, enjoyable in English writing. After treatment, the average score of the students in the posttest was (70.00), while the average score in the pretest was (60.00) with standard deviation of 6.065 was higher than t -table (809) as critical value.In conclusion, it was effective in teaching English writing after the students are taught by using TTW.After being taught teaching writing by using TTW, the students got progress in the scores. It was evident that their average score in the posttest was better than the pretest. It means that using TTW was suitable for teaching English writing. Furthermore, the result of statistical analysis of the paired t-test, t-obtained was higher than t-table for one tailed. Since the value of t-obtained was higher than t-table, so the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It means that teaching English writing by using TTW was effective for the eighth graders of SMP Tamansiswa Palembang. In addition by TTW, the students were more active, spirit and not bored in learning process especially teaching English writing because this techniques was interesting. The score of the students in the posttest was higher than the scores of the students in the pretest.In conclusion, the writer found that is was effective teaching English writing by using TTW to the eighth Junior High School was effective.

CONCLUSION

Based on the data analysis, finding and interpretation, it can be concluded that it is effective in using Think - Talk - Write techniques toward students' writing ability of the Junior High School level. From the fourth meeting that has been conducted in the both of experiment and controlled class, the post-test data showed that there is a significant difference on students' writing ability in experimental class and control class.Furthermore, the average score of experimental class is 76 and the average score of control class is 69. It revealed that the group of students' taught TTW techniques achieved substantially higher mean score of post-test in comparison to the mean score of post-test in the group of students' were not taught by TTW techniques. In short, it may be safely inferred from the above findings that Think-Talk-Write technique is more effective towards

students' writing ability on narrative text. Therefore, it could be concluded that TTW effective to Junior High School level. The students also could increase their achievement in writing. It also could be seem from the result of the test, it implied that TTW used as an alternative techniques in teaching writing.

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