

The Effect of Think Talk Write Strategy Toward Writing Skill of the Tenth Grade Students

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ABSTRACT

The experimental research attempted to determine if the Think Talk Write technique significantly affected the writing skills of tenth-grade students at SMAN 15 Kota Tangerang. This study was performed in two classes; the experimental class (X IPS 5) comprised 37 students, whereas the control class (X IPS 3) included 36 kids as participants. The data was obtained by pre-test and post-test assessments, revealing that the mean score of the pre-test in the experimental class was 69.81, whereas the post-test mean was 76.49. The implementation of the Think Talk Write technique significantly impacted the writing skills of tenth-grade students at SMAN 15 Kota Tangerang. According to the t-test formula, the calculated value of t-count was -0.579, while the critical value t-table was -1.667. It demonstrated that H_0 was allowed and H_a was refused due to -t_count exceeding -t_table (-0.579 > -1.667). The t-test results indicated that there was no significant difference in the writing skill growth between pupils instructed utilising Think Talk Write and those taught through Discovery Learning. Consequently, educators may use any method according to classroom requirements, student inclinations, or educational objectives without anticipating a notable disparity in results.

Keyword: Writing Skill, Think Talk Write Strategy (TTW)

Introduction

In the era of globalisation, English has assumed a pivotal role across all sectors. Consequently, the Indonesian government has undertaken initiatives to cultivate individuals proficient in English. The Indonesian government has designated English as a foreign language, mandating its inclusion as a compulsory topic in the curriculum throughout all schools, requiring all students from elementary to university level to study it. Students acquire four skills in English education: listening, speaking, reading, and writing. Writing is an

essential English skill that students should acquire.

Writing differs from other linguistic competencies. In hearing and reading, pupils encounter a message constructed by another individual. In speaking, pupils convey their own ideas or emotions that engage the interlocutor. Conversely, while writing, students must organise their ideas or emotions throughout paragraphs and strive to integrate these concepts cohesively and clearly to provide meaningfulness. Furthermore, writing serves as a medium for students to articulate their thoughts,

emotions, and evaluations regarding what they have read, observed, or encountered.

Nevertheless, writing constitutes the most challenging talent for students. Richards and Renandya (2002:303) assert that writing is unequivocally the most challenging ability for learners to achieve. The primary reason is that the English writing system differs from that of Indonesia. The grammatical system of English differs from that of Indonesian. For instance, when students wish to recount their past experiences in English, they must focus on the use of the past tense. Students need not focus on the use of the past tense when recounting their prior experiences in Bahasa. This indicates that the systems of the English and Indonesian languages are distinct. As stated by Yatiningrum (2013:33), Indonesian learners of English as a second language frequently experience confusion due to the differing grammatical norms between English and Indonesian.

Students at SMAN 15 Kota Tangerang encounter numerous challenges in text composition. According to the interview done with a tenth-grade English instructor at SMAN 15 Kota Tangerang. The instructor stated that students encounter challenges in composing written texts. Students encounter challenges in articulating their views. They squander excessive time contemplating their writing and face challenges in using the generic structures inherent to various text genres. Descriptive text comprises two components of generic structure: identification and description. Each generic structure possesses a distinct function. The pupils occasionally

experience confusion in identifying the generic structure of the paragraphs they have composed.

The English teacher stated that a proper method constitutes an additional aspect. The English teacher has employed an alternative strategy or activities to enhance students' writing skills. Nevertheless, numerous kids have low proficiency in writing skills.

The aforementioned phenomena necessitates the implementation of a learning method that enhances students' writing skills and an activity designed to facilitate a deeper understanding of the learning material. Numerous tactics can be employed in the instruction of writing. One of them is the Think Talk Write approach. This technique permits pupils to collaborate in developing the concepts that will be utilised for writing.

The Think Talk Write approach was initially developed by Huinker and Laughin in 1996. It encompasses three steps that must be undertaken by the students, which are: The process involves 'thinking,' where the teacher presents a topic aligned with the lesson plan's fundamental competencies, prompting students to engage their imagination and generate ideas. This is followed by 'talking,' during which students participate in group discussions, articulating their thoughts from the previous stage. Finally, they 'write' the outcomes of their ideas in their own words.

The objective of this research is to determine the substantial impact of the Think Talk Write technique on the writing skills of tenth-grade students at SMAN 15 Kota Tangerang.

Theoretically, writing involves not merely transcribing text onto

paper, but also adhering to the conventions of composition, including sentence structure, word choice, punctuation, grammar, and their application to ensure comprehensibility for the reader. According to Foster (2008:1), the writer must effectively integrate their writing.

Furthermore, Javed, Juan, and Nazli (2013:132) assert that the writer must concentrate on the continuity and coherence of each paragraph. Cohesion, defined as grammatical or structural unity and coherence, together with the unity of sense or meanings, is also vital. Furthermore, Maysuroh, Maryadi, and Supiani (2017:2) assert that good writing requires a balance of content, organisation, language, punctuation, and mechanics.

However, mastering all components of writing is particularly challenging for foreign language students. Indahyanti (2017:140) contends that the majority of individuals perceive writing as the most challenging talent compared to others. Richards and Renandya (2002:303) assert that writing is the most challenging skill for learners to acquire. Furthermore, (Ratnaningsih, 2016:3) asserts that writing is a challenging ability to acquire.

Consequently, a teacher's role in instructing writing is essential for enhancing students' proficiency in this area. Lukman (2017:21) asserts that the educator's role is essential for enhancing competency. Furthermore, Aziz and Maaliah (2017:24) assert that writing plays a significant part in language acquisition. It is crucial to provide kids with opportunities, guidance, direction, and encouragement. Conversely, Harmer

(2004:42) asserted that educators must be exceptionally supportive during student writing activities, consistently accessible, and ready to assist learners in surmounting challenges.

Additionally, the instructor must select an effective technique to employ in the classroom to enhance students' writing skills. An effective method is Think Talk Write. It was initially introduced by Huinker and Laughlin in 1996.

The approach is classified as cooperative learning. According to Astunnisyah, Budiyo, and Slamet (2017:2), Think Talk Write is a component of the cooperative learning approach. Furthermore, as stated by Suminar and Putri (2015:300), this technique can enhance students' writing skills through collaborative learning. Lubis (2017:3533) asserts that the cooperative learning model can be defined as a structured system of work or study groups. Think Talk Write is a form of cooperative learning.

The technique comprises three steps, each serving a distinct function. Huinker and Laughlin (Aziz & Maaliah, 2017:29) delineate three stages in the implementation of the Think Talk Write technique; the initial stage is 'think,' wherein students participate in a reflective debate internally. The pupils record their ideas and thoughts on a piece of paper in their native language. The second part involves discussion, during which students are organised into groups of four or five individuals. The students are permitted to discuss their actions in the initial step. The students contemplate, organize, and exchange ideas in a group discussion

format. In the final stage, the students document the outcomes of the preceding conversation.

Furthermore, Sianna and Syawal (2017:55) elucidate that there are three primary stages of Think Talk Write; the initial stage is Think, which is contemplating a viable answer or identifying a solution to a problem. The second element is Talk, which pertains to discourse and the formulation of ideas pertinent to the issue at hand. The Think Talk Write technique will function effectively in a heterogeneous group including 3-5 students. The third stage is Writing, during which students are directed to articulate their ideas derived from their thinking and discussion process. In conclusion, Think Talk Write is a cooperative learning paradigm that enables students to collaborate within their groups, facilitating mutual assistance in mastering the content presented by the teacher. This technique requires students to independently contemplate their ideas, create a brief note, articulate their thoughts, and share with peers prior to composing the text.

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METHODOLOGY OF RESEARCH

This experimental investigation attempts to determine the significant influence of the Think Talk Write technique on the writing skills of

tenth-grade pupils. The author would analyze the impact on the approach by utilizing two groups: an experimental group and a control group. The experimental group received a treatment utilizing Think Talk Write. In the control group, a treatment was administered utilizing Discovery Learning.

Purposive sampling was employed to select the sample for this research, comprising class X IPS 5 with 37 students designated as the experimental group, instructed using the Think Talk Write method, and class X IPS 3 with 36 students designated as the control group, taught using the teacher's Discovery Learning strategy.

The data collection for this research was categorized into two types of tests: pre-test and post-test. A pre-test was administered prior to the implementation of the teaching-learning process utilizing the Think Talk Write method, followed by a post-test done subsequent to the use of the same strategy. The objective of these tests was to ascertain the differential outcome before and after the implementation of the strategy.

The author administered a pre-test to both classes. The treatment was administered around eight times to each group, with the experimental class receiving instruction through the Think Talk Write method and the control class utilizing Discovery Learning. Subsequent to administering the therapy, the author conducted a post-test for each class in the form of an essay, utilizing the same theme as the pre-test and treatment, which pertained to a tourism destination.

Following the collection of students' pre-tests and post-tests, both

assessments were analyzed according to writing criteria. The students' scores were obtained and will be processed using SPSS version 24. An independent samples t-test, available in SPSS version 24, was employed to evaluate the hypotheses, adhering to the following testing criteria:

- If t_{count} exceeds t_{table} , then H_a is approved and H_0 is denied.
- If t_{count} is less than t_{table} , then H_0 is approved and H_a is denied.

RESULTS AND DISCUSSION

Upon data collection, it was processed using SPSS version 24, yielding information that encompassed the mean, median, mode, standard deviation, minimum score, maximum score, and the sum of both classes as follows:

Table 1.1 Description Statistic of Experimental Class

		Pretest	Posttest
N	Valid	37	37
	Missing	36	36
Mean		69.81	76.49
Median		70.00	77.00
Mode		75	75 ^a
Std. Deviation		5.065	5.279
Minimum		57	61
Maximum		81	86
Sum		2583	2830

Source: SPSS 24

The table indicates that the post-test scores exceeded those of the pre-test. The post-test mean of the experimental class was 76.49. It

suggested a score increase if the mean was elevated. The pupils demonstrated proficient writing skills, as seen by their substantial score improvements. The median was 77.00, determined as the midpoint between the lowest and highest scores. The mode was 75, representing the most often attained score by pupils in writing.

The standard deviation was 5.279, resulting from the varying levels of writing proficiency among students. Some pupils were able to write, while others were not. The standard deviation may arise from various sources, including language selection, grammatical errors, and occasionally, information that is unrelated to the issue. The minimum score was 61, indicating that students' scores did not improve significantly after instruction using Think Talk Write. Conversely, the maximum score was 86, demonstrating a notable enhancement in student performance, suggesting that the treatment was effectively understood in class. The cumulative total of the post-test scores was 2830. In addition to the data from both tests in the experimental class, information was also obtained from the control class as detailed below:

Table 1.2 Description Statistic of Control Class

		Pretest1	Posttest1
N	Valid	36	36

	Missing	37	37
Mean		71.06	77.19
Median		71.00	76.50
Mode		71	80
Std. Deviation		4.433	5.165
Minimum		64	69
Maximum		81	89
Sum		2558	2779

According to the aforementioned table, The pre-test and post-test results differed, with the post-test score exceeding that of the pre-test. The post-test mean for the control class was 77.19. It suggested a score increase if the mean was elevated. The pupils demonstrated proficient writing skills, as seen by their substantial score improvements. The median was 76.50, determined as the midpoint between the lowest and highest scores. The mode was 80, representing the most often attained score by pupils in writing. The standard deviation was 5.165, resulting from the varying levels of writing proficiency among students. Some pupils were able to write, while others were not. The standard deviation may arise from various variables, including vocabulary selection, grammatical errors, and

occasionally, the content may be unrelated to the issue. The lowest score recorded was 69. The minimum score indicated that the pupils' performance did not significantly improve following instruction through Discovery Learning. The maximum score was 89, indicating that the pupils shown a substantial improvement in their performance, and they were able to grasp the treatment provided in class. The total was 2779. The cumulative total of post-tests.

After obtaining the test results for both classes. The difference score between the two classes was significant, and a t-test was employed in the research, as illustrated in the Table 1.3. According to the table, $-t_{count} > -t_{table}$ ($-0.579 > -1.667$). The results suggested that hypothesis H_0 was accepted and H_a was rejected, as t_{count} exceeded t_{table} . In other words, there was no substantial difference in the growth of writing skills between pupils instructed using Think Talk Write and those taught through Discovery Learning.

Table 1.3
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
Equal variances assumed	.187	.667	-.579	71	.564	-.708	1.223	-3.146	1.730
Equal variances not assumed			-.579	70.998	.564	-.708	1.222	-3.145	1.729

The research conclusion was derived from the data analysis results presented in the preceding chapter. The implementation of the Think Talk Write technique significantly enhanced pupils' writing skills. The comparability of the means of the pre-test and post-test, calculated using SPSS version 24, is evident. The descriptive statistics for the experimental class indicate that the mean of the pre-test was 69.81, whereas the mean of the post-test was 76.49.

Additionally, there were differences in mean scores between the pre-test and post-test for the experimental and control classes. The average score for the experimental class was 69.81 on the pre-test and 76.49 on the post-test. The mean for the control class was 71.06 for the pre-test and 77.19 for the post-test.

The analysis indicates that there was no significant difference in the writing skill improvement of students instructed using Think Talk Write

compared to those taught through Discovery Learning, as evidenced by the t-test results, where t_{count} of -0.579 exceeds t_{table} of -1.667. It stated that t_{count} exceeded t_{table} . Consequently, H_o was approved whereas H_a was denied.

Following the implementation of the Think Talk Write technique, the subsequent recommendations for students, future researchers, and the educational institution are outlined: Scholars

This research aims to enhance students' proficiency in English, particularly in writing. They are anticipated to recognise that writing is not a challenging endeavour, so fostering greater enthusiasm throughout the learning process. Subsequent researcher

This technique involves cooperative learning to enhance students' writing skills. This study is anticipated to assist other researchers by providing foundational insights

and serving as a reference for their work. Educational institution
 The Think Talk Write technique is anticipated to positively impact pupils' writing skills. Consequently,

the school may provide kids educational programs that significantly enhance their writing skills in the future.

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