

THE EFFECTIVENESS OF TTW (THINK-TALK-WRITE) STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT

by

Ratna Prasasti Suminar

Giska Putri

Department of English Education, Faculty of Teaching Educational Sciences
University of SwadayaGunungJati Cirebon

Abstract

This research entitled “The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text. TTW (Think-Talk-Write) strategy is one of strategy in teaching learning process, TTW (Think-Talk-Write) strategy one of cooperative learning. Think-Talk-Write (TTW) Strategy is starting from involvement of students in thinking or dialogue with it self after reading process. Then talk and share ideas (sharing) with friend before writing. One group consist of 4-6 students, in this group of students requested making notes, explaining, listening and sharing ideas with friends and express them through writing. The problem of the research is “To find out the effectiveness TTW (Think-Talk-Write) strategy in teaching writing descriptive text?” The population in the research is the second grade students of UNSWAGATI CIREBON. The writer takes two classes of the second grade students as the sample from this research which were divided into two groups; experimental group (7AB) and control group (7CD). The instruments of collecting data are tests; pre-test and post-test. To analyze of data, the writer used a quasi-experimental design. The writer gave writing test to gather the data. There were pre-test and post-test. The formula that was used analyze the data was t-test. It was used to determine whether there was significance difference between students’ score in experimental group and control group.

INTRODUCTION

This research is the effectiveness of TTW (Think-Talk-Write) in teaching writing descriptive text at second grade of UNSWAGATI. English is international language. English is used conduct communication in the world. Based on the Richards (2010) English is the major language which is used by people in some sectors. Consequently, many people tend to master English to competent in globalization. Therefore, English is taught as the first foreign language as one of the important subject in Indonesia from

elementary school until university level. In education context, teaching English language have four aspects such as; reading, writing, listening, speaking. Writing skill is often needed to measure knowledge in most exams, whether they are testing in foreign language abilities or other skills (Harmer: 2004). Writing is the process to tell something that is not real or it could be our imagination and showcased in writing, writing also express their ideas, opinions and organized them in simple sentence or in short paragraph.

Some of the above problems, according to the writer it must be overcome in order to write a paragraph description of capabilities do not stick to low ability. Strategy used to improve the ability to write a paragraph description of the strategy Think-Talk-Write by Huinker and Laughlin. Statement this problem is TTW (Think-Talk-Write) strategy effective in teaching writing descriptive text? TTW Activities as the teaching strategy owned by teacher to teaching some material especially in teaching writing. TTW (Think-Talk-Write) strategy can help students learning writing descriptive text. Teaching learning by using TTW (Think-Talk-Write) can help students more active in the classroom and the students can share problem with other people. They feel relax and will be motivated in teaching learning activity.

This strategy can be facilities the students in writing because the students practice work together or cooperative learning. The student will be relax if they work together, the student can think what they know and they share with a group, finally they can write on paper after they discussion with their group.

LITERATURE REVIEW

TTW (Think-Talk-Write) Strategy

Think-Talk-Write is a strategy introduced by Huinker and Laughlin (in Ansari; 2003:36), these strategies basically built through thinking, speaking, and writing. The flow advances Think-Talk-Write strategy starting from involvement of students in thinking or dialogue with itself after the reading process. Then talk and share ideas (sharing) with friend before writing. This atmosphere is more effective if done in group with 4-6 students. In this group of students requested making notes, explaining, listening and sharing ideas with friends and

express them through writing. A strategy learning that is expected to develop the ability problem solving is a Think-Talk-Write (TTW).

According to Huinker and Laughlin in Zulkarnaini (2011), "The Think-Talk-Write strategy 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 progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing".

Activity think (think) can be seen from read something clue containing picture and make small note what has been thinking. In making or write a note after reading a clue the students differentiate and unify the ideas presented. Besides learning a routine to make or write a note after reading stimulates the activity of thinking before, during, and after reading notes to enhance students' knowledge even enhance thinking and writing skills. One benefit of this process is to make the record will be an integral part in the learning setting. After the stage of "think" is completed followed by a phase of "talk" that communicate using language and words they understand. Talk is important because students use their own language to present his idea to build a theory together. Sharing strategy allows students to skilled talk. Process communication is done through the students' lives. As individuals who interact with the environment and easy to social. In scientific communication process can be constructed and utilized before writing class. The next phase of the "write" is writing the discussion or dialogue. Activity means constructing the idea of writing, because after a discussion or dialogue between friends, and later expressed through writing.

According to Silver and Smith (in Yohana Faulina Tambunan, 2010) the role and duties of teachers in an effort to make effective use of strategic think-talk-write 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. Tasks that prepared students are expected to be the trigger to work actively.

The Procedure of Think-Talk-Write in Descriptive paragraph

According to Silver and Smith (in Yohana Faulina Tambunan) there are series that should be follow in setting up Think-Talk-Write Strategy.

1. The teachers decided classroom into several groups. In group consist of 4-6 students.
2. Teachers explain about Descriptive paragraph. (Generic structure and Languages Features).
3. The teacher divides the picture relating to students' daily environment.
Example: Picture of Lake Toba
4. Students describe the picture in their imagination and make notes
Individually small (think). Each student in group describe the picture of Lake Toba with individually, what they think about lake Toba, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.
5. Students discuss with friends in groups to discuss the contents of the note they

made (talk). In this activity, Students discuss the results of a collection of ideas that they make in individually in the note about what they know of Lake Toba. Example of a small note from a student in group: Lake Toba has cool water and cool air.

6. After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).
7. The final activity the Students write down the paragraph descriptive that they make in a paper and from each group presentation their answer.

Teacher's position in Think-Talk-Write (TTW)

Based on Silver and Smith (in Yamin and Ansari, 2009:90) teacher's positions in Think-Talk-Write (TTW) strategy are:

- a. Ask questions and give assignment which is engage and challenge the students to think.
- b. Listen carefully students' ideas.
- c. Ask students to express their ideas in form of written text.
- d. As monitor and give score to the students participation in discussion, and decided how to motivate the students to be active.

Based on the statement above, the writer concludes that teacher's position in Think-Talk-Write (TTW) as facilitator. Teacher motivated the students to be active in teaching learning process.

RESEACH METHODOLOGY

The sample used in this research consists of two classes of the second grade of UNSWAGATI. Class VII AB was the experimental group and class VII CD was the control group. Both of classes consisted of 42 students. The characteristics are: they are native Indonesian, their age is around 19 until 20 years old, most of the students learn English just at school, and they are lack of English.

Data Collection Techniques

The data was collected through three instruments of test, pre-test, post-test.

Pre - test

Muijs (2004:18) described that pre test is used to assess the effect of the experiment (e.g. a test) before the treatment is given. The pre test is given to the experimental and control group. It is given before the teacher gives the treatment to find out the students' scores in learning writing.

Post – test

Muijs (2004:18) also stated that post test is usually used on the same instrument, after the treatment has been given. The post test carried out after the treatments of teaching writing by using TTW (Think-Talk-Write) strategy for the experimental group. The test given to both the experimental and the control groups.

Technique of Analyzing the Data

Analyzing the data is the most important part in research method. The data of pre-test and post-test will be analyzed by using statistical analysis. To differentiate whether the students' result of writing descriptive text using Think-Talk-Writing (TTW) strategy and without using Think-Talk-Write (TTW) strategy is effective or not. The writer used the t-test formula

stated by James H. McMillan and Schumacher (2001: 617) as follows:

$$t = \frac{X_1 - X_2}{\frac{SX_1 - X_2}{\sqrt{n}}}$$

Where:

t = the t test statistic

X₁ = the mean of the first group

X₂ = the mean of the second group

SX₁ - X₂ = the standard error of the difference in means

After the data from pre and post test were counted. It is continued to calculate the effect size. The effect size is used to verify the influence of independent variable and to know how well the treatment worked. According to Cohen.et.al (1988:276) the formula is described as follow :

$$d = \frac{x_1 - x_2}{SD}$$

In which :

d = Effect Size

x₁ = Mean of Experimental

x₂ = Mean of Control

To know that the effect of treatment weak, modest, moderate, or strong, the table below show the classification of effect size as follow:

The Classification of Effect Size Raw Score	Interpretation
0-0,20	Weak effect
0,21,0,50	Modest effect
0,51-1.00	Moderate effect
>1.00	Strong effect

DISCUSSION

This research aimed to find out the effectiveness Think-Talk-Write (TTW) strategy in teaching writing descriptive text. Based on the research the result of teaching writing descriptive text by using Think-Talk-Write strategy is effective because the result in the research score pre-test, post test control and experimental class different. Score pre-test, post test in experimental class > score of pre-test, posttest in control class, so the result shown that this research has positive influence. So, the hypothesis alternative (Ha) in this research was accepted. Many factors can help teaching learning by using Think-Talk-Write strategy can effective in writing descriptive text such as: The writer must be adapt standard of competencies and basic competence. In teaching writing by using Think-Talk-Write strategy standard of competencies is to express meaning in written functional text and short essay of descriptive text that is in everyday life and then basic competence is to express the meaning on short essay by using a variety of language is good and true of descriptive text. Not only standard of competencies and basic competence but also some facilities can support teaching learning by using Think-Talk-Write strategy can be effective such as: large classroom because in teaching learning by using Think-Talk-Write strategy students make a group. So, if large classroom student feel enjoy and fun in learning English. Using picture about the material will be given in meeting. Need classroom comfortable, not noisy around the classroom. Using some facilities in the classroom is marker, white board. Some facilities in above can make learning to be effective. Students very important in teaching by using Think-Talk-Write strategy because in teaching learning using Think-Talk-Write strategy must be active students, students who have a broad knowledge and

student can work together with a group because all students not all students can be active and can learn together with a group. Not only student is important but also teacher is important in teaching learning by using Think-Talk-Write strategy. Not all teachers can be teaching by using Think-Talk-Write strategy because teacher ability is different. Teacher must be understand how the implementation of Think-Talk-Write strategy in teaching learning in the classroom. The teachers choose teaching material appropriate the Think-Talk-Write strategy because not all material can by using Think-Talk-Write strategy. Some material can by using Think-Talk-Write strategy is descriptive text, narrative text, and procedure text. The material also must be appropriate with student ability because if the material appropriate with student ability, students feel enjoy and not hard for answer the exercise. If the material match with strategy in teaching learning process can effective. For example the writers teaching writing descriptive text by using Think-Talk-Write strategy can effective because the strategy in teaching learning match the material so can effective. In teaching learning by using Think-Talk-Write strategy the writer given students exercise. The exercise given the students is rearrange the jumbled sentence and make simple descriptive text on paper. The assessment in teaching learning by using Think-Talk-Write strategy not focus in the result test students but also given score to students each meeting. Each meeting students always work together with a group, when the student work together the teacher given score students ability what the students active or passive in a group. Based on the research finding teaching by using Think-Talk-Write strategy can effective to students' skill especially in writing descriptive text. This strategy can encourage their learning process.

REFERENCES

- Brown, Douglas. H.(2000). Principle of Language and Teaching, 4th edition. San Fransisco: Longman.
- Brown, Douglas. H. (2007).Teaching By Principles: An Interactive approach to language Pedagogy 2nd edition. . San Fransisco: Longman.
- Crawford, Alan et al., (2005). Teaching and Learning Strategies for the Thinking Classroom. New York: The International Debate Education Association.
- Creswell, John W. (2009). Research Design Qualitative & Quantitative Approaches. New Delhi: Sage Publications.
- Fraenkel,et al.2011. How to Design and Evaluate Research in Education. New York: McGraw-Hill.
- Fraenkel, Jack R, Wallen, Norman E & Hyun, Helen H. (2012). How to Design and Evaluate Research in Education (8th ed). New York: McGraw-Hill
- Harmer, Jeremy.2004. How to teach Writing. Malaysia: Longman.
- Johnson, Andrew P. (2008). Teaching Reading and Writing A Guide for Tutoring and Remediating Students. United States America: Rowman and Littlefield Education.
- Jollieffe, Wendy. (2007). Cooperative Learning in the Classroom; putting it into practice. Paul Chapman Publishing.
- Kagan, S. (2001). Cooperative learning. San Juan Capistrano, CA: Resources for Teachers, Incaa
- Mandal, Rani. (2009). Cooperative Learning Strategies to enhance Writing Skill (journal). The modern journal of applied linguistics. Volume 1:2.
- McMillan, Schumacher. (2001). Research in Education. United States. Longman.
- Patel, Dr. M.F & Jain, Preveen M. (2008). English Language Teaching: Methods, Tools, & Techniques. Jaipur: Surprise Publishers & Distributors.
- Singh, Yongesh Kumar. (2006). Fundamental of Research Methodology and Statistics. New Age International Publishers.
- Slavin, E Robert .(2003) CL-What Makes Group Work? (journal). University of York and Johns Hopkins University