IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT USING THINK TALK WRITE (TTW) STRATEGY

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Abstrak: Tujuan penelitian ini adalah melihat apakah kemampuan menulis siswa meningkat setelah mereka belajar menulis melalui penggunaan strategi Think Talk Write dan aspek penulisan manakah yang paling meningkat melalui penggunaan strategi Think Talk Write. Sasaran penelitian ini mencakup 29 siswa kelas X.2 di SMA IT Al Hidayah Tahun Akademik 2017/2018. Data penelitian dianalisis menggunakan t-test dengan level signifikan p<0.05. Tes menulis digunakan sebagai instrumen dalam pretest dan posttest. Hasil penelitian ini bahwa t-value (5.170) lebih tinggi dari t-tabel (2,030) dan nilai signifikansi two tail adalah 0,0000 < 0,05. Ini berarti bahwa ada peningkatan yang signifikan secara statistik pada kemampuan menulis siswa dalam teks recount menggunakan strategi Think Talk Write. Oleh karena itu, hipotesis penelitian diterima. Skor rata-rata pretest adalah 64,42 dan skor rata-rata posttest adalah 76. Ini berarti bahwa skor rata-rata siswa meningkat 11,71. Selain itu, semua aspek penulisan meningkat berdasarkan hasilnya. Aspek yang paling meningkat adalah organization, kemudian diikuti oleh language use, content, vocabulary, dan mechanic.

Abstract: The aim of this research was to find out whether students' writing increased after they learnt writing through the use of Think Talk Write strategy and which aspect of writing increased the most after they learnt writing through the use of Think Talk Write strategy. The subjects were 29 students of X.2 class at SMA IT Al Hidayah in 2017/2018 academic year. The data were analyzed by using t-test with the significant level p<0.05. Writing test was used as instrument in pretest and posttest. The results of this research that t-value (5.170) was higher than t-table (2.030) and the value of two tail significance was 0.0000 < 0.05. It means that there is statistically significant improvement on studets' writing ability in recount text using Think Talk Write strategy. Therefore, the hypothesis of the research was accepted. The mean score of pretest was 64.42 and the mean score of posttest was 76. It means that the students' mean score was improved 11.71. Besides, all aspects of writing were improved regarding to the results. The aspect improved the most was organization, then followed by language use, content, vocabulary, and mechanic.

Keywords: writing, recount text, Think Talk Write strategy.

INTRODUCTION

Writing is the most difficult skill to be mastered because before the students mastering writing skill, first they have to master listening, speaking, and reading. In writing skill, the students also have to master vocabulary and know how to use grammar in sentences correctly. According to Harmer (2001:79) writing is a form of communication to deliver idea or to express feeling through written form. Moreover, according to Rodriguez and Gebhardt (1998: 1), writing is one of the most important things that the students do in school. The good skill of writing takes important role to determine the success of writing, whether it is a report, proposal or assignment in school. From those definitions, the researcher can conclude that writing is someone's ability to

communicate his or her information, ideas and feeling to someone else in the written form. Writing is not only an activity of arranging words into form of sentences but also conveying the ideas by organizing them into a good text. Moreover, when people write something, they should organize sentences become interesting and coherent.

In writing, the students have some difficulties aspect, such as: they are difficult to choose words to make a sentence or paragraph and how to arrange the sentences or paragraphs orderly. It is better for teacher to find the appropriate strategy for writing class. From these problems, the researcher thinks one of the alternative strategies to improve the students' writing ability by applying Think-Talk-Write strategy as a step to reach a good and meaningful teaching-learning process. It is also supported by the research findings of the previous research by Fahmi (2017) in his study case also stated that there was some effect of TTW strategy to the students' writing ability in descriptive text. Pratiwi and Sihombing (2015) which shown that teaching descriptive text using TTW strategy was more effective than teaching descriptive text without using TTW strategy. Moreover, Tambunan and Saragih (2013) also stated that TTW strategy improved students' achievement in writing descriptive. So, it can be concluded that mostly Think-Talk-Write strategy has been implemented in descriptive text and it had improved the students' writing ability.

The results of those studies showed that Think Talk Write strategy was effective to improve students' ability writing. However, there were still no research provided related to this strategy which investigated the improvement of students' writing ability in recount text and the students' response toward this strategy. Considering the previous researches above, the research was aimed to find out whether there was significant improvement of students' writing recount text by using Think Talk Write strategy.

METHODS
This study applied one-group pretest-posttest design of pre-experimental design (Setiyadi: 2006). In this research, the students were given pretest before treatment to find out the students' initial ability and were given posttest after treatment to see the improvement in their writing ability after being taught through Think Talk Write strategy. The research was conducted for five

meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was the pretest session, then the next meeting was the treatment for the students which was conducted three times and the last day was the post test.

This research had two variables; independent and dependent variable. The independent variable was the use of Think Talk Write strategy and the dependent variable was the students' recount text writing ability. Fraenkel and Wallen (2009) said that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population. The population of this research was the students at SMA IT Al Hidayah in academic year 2017/2018. While the sample of the research was X.2 which consisted of 29 students.

In conducting this research, the writer applied some procedures as follows; 1. determining the population and sample, 2. selecting the materials, 3. administrating the pre-test, 4. conducting the treatments by using Think Talk Write strategy, 5. administrating the post test, 6. scoring the students' writing, and 7. analyzing the data.

In order to get the results of this research, the data was analyzed by some steps as follows: 1. Scoring the pre-test and post-test, 2. Finding the mean of the pre-test and posttest and 3. drawing conclusion by comparing the means of the pretest and posttest.

The instrument of this research was writing tests. There were pretest and posttest. In the first meeting, the researcher gave the pretest and for the last meeting after the treatment was the post test. The tests asked the students to write a recount text based on the situation which had been given by the researcher. In addition, the students had to choose the topic in the pretest and they had to write the story based on the picture series in posttest. Both took 90 minutes.

In analyzing the score, there were five criteria of writing scales. They are content, organization, vocabulary, language use and mechanic. In this research the writer used inter-rater to score the result of the test. It meant that, in scoring the test there were more than one rater. The two raters were the researcher and an English teacher at the school. The result of reliability score of the pretest was 0.985(very high reliability). While the result of reliability score of the posttest was 0.9821(very high reliability).

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

In order to see whether the objectives of the research can be achieved or not, the researcher analyzed the test result of the pretest and posttest which is displayed in the following table.

Table 1. The Result of the Pre Test and the Post Test

No.	Students' Pretest Score	Frequencies	Percentage	No	Students' Posttest Score	Frequencies	Percentage
1	44-48	1	3.4%	1	60-64	1	3.4%
2	49-53	2	6.9%	2	65-69	8	27.6%
3	54-58	1	3.4%	3	70-74	12	41.4%
4	59-63	6	20.7%	4	75-79	4	13.8%
5	64-68	11	37.9%	5	80-84	1	3.4%
6	69-73	7	24.1%	6	85-89	3	10.3%
7	74-78	1	3.4%				
Total		**29**	**100%**	**Total**		**29**	**100%**
Mean Score		**64.42**		**Mean Score**		**76.13**	

Table 1. shows that the students' writing increased after the treatments. It can be seen from the mean of the posttest which was higher than the pretest. Even though the mean of the pretest was 64.42, it did not mean that all of the students reached it. Their minimum score of the pretest was 44, while the maximum score was 76. On the other hand, the students got 76.13 for the mean of the post test. Similar with the pretest, the posttest's mean did not show that all of the students got that score. They got 60 for the minimum and 87 for the maximum score.

The majority of them got higher achievement in the post test. Also, there were only few percent of them got less than the mean. It can be concluded that the students' writing increased after they learn writing through the use of Think Talk Write strategy. The increase of the mean score of the pretest and the posttest was 11.71.

Afterward, in order to prove whether the hypothesis proposed by the researcher is accepted or not, Paired Sample T-Test is used to test the hypothesis.

The following hypotheses are tested by using Paired Sample t-test:

H1: Students' writing increases after they learn writing through Think Talk Write strategy. The criteria of H1 is lower than 0.05 (sign < 0.05).

Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not. The result is shown in the following table:

Table 2.T-test Result of Pretest and Posttest

Paired Differences							
			95% Confidence Interval of the Difference				
	Std.	Std. Error					
Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
8.37931	8.72870	1.62088	5.05909	11.69953	5.170	28	.000

The table shows that the result of the computation that the value of two tailed significance is 0.000. It means that H1 is accepted since 0.00<0.05. It proves that the treatments which were given by the researcher have better effect to the students' achievement in writing a recount text. Then, if the t-value (5.170) compared with t-table (2.030), it can be seen that the students' writing increased since t-value> t-table. It can be concluded that students' writing in recount text increased after they learn writing through the use of Think Talk Write strategy at SMA IT Al Hidayah.

The researcher scored the students' writing based on the writing aspect and the scoring criteria adopted from Jacob (1981). The differences of students' achievements in aspects of writing are presented as follows:

Table 3. The Increase of Each Aspect of Writing from the Pre Test to the Post Test

Aspect of Writing	Mean Score of Pretest	Mean Score of Posttest	Increase	Percentage
Content	17.98	20	2.02	6.73%
Organization	13.12	17.98	4.86	24.3%
Vocabulary	13.58	15	1.42	7.1%
Language Use	15	18.01	3.01	12.04%
Mechanic	3.11	3.44	0.29	6.6%

It can be seen in the table 3 that there was an increase in all aspects of writing including content, organization, vocabulary, language use and mechanic after the use of Think Talk Write strategy for three times where the highest improvement was on the language use aspect. Finally, according to the results above, it is concluded that the implementation of Think Talk Write strategy can significantly improve students' writing in a recount text. In other words, the result of the research proved that Think Talk Write strategy made improvement on the students' writing especially in terms of language use.

Discussion

The result of the research showed that students' writing in a recount text significantly improved after they learnt writing through Think Talk Write strategy. It can be seen from the comparison between the students' pretest and posttest score. In giving the test, the researcher asked the students to write a recount text by providing a situation. The result of the mean score of the pretest was 64.42 and the posttest was 76.12. So, the increase of the mean score was about 11.71. This increase happened because the students had a guidance to write a paragraph by using a picture series.

Before learning writing through the use of Think Talk Write strategy, it was found that the students made errors in aspects of writing, such as producing sentences in form of simple past tense, using inappropriate words within their writing and some of the words meaning they used was confusing. Besides, the majority of them made errors on capitalization. Furthermore, the content was not elaborated well and the ideas were lack of development.

However, after implementing Think Talk Write strategy, the aspects of writing namely content, organization, vocabulary, language use and mechanic improved. The reason why those aspects improved is stated as follows. First, during the teaching and learning process, the researcher taught the language features of a recount text and asked the students to analyze it. Also, researcher provided picture series which could guide the students to write the sentences in a good order, so that the students' writing could flow coherently because the students write the text by using pictures series provided. That was why organization got the highest increase among other aspects of writing Think Talk Write strategy. Therefore, Second, the feedback given by the researcher and the students was the thing caused vocabulary aspect improved. As their friends presented their work, they got new vocabularies to use in their own text. Next, the improvement of content aspect was because by using Think Talk Write strategy, the students felt easier to put their ideas by answering a list of questions and develop their writing. So, they might write a better content for their own paragraphs. Besides, they were assigned to compose other examples of the language features and then it was discussed with the researcher and all of the students. It caused an improvement on language use aspect. In addition, this technique increased the students' writing in mechanic aspect since they were taught about mechanic and were exercised to correct their friends' writing during the treatment. In numbers, the aspect with the highest increase was organization.

The finding was supported by the previous study which was conducted by Fahmi (2017) at SMPN 2 GURAH KEDIRI Academic Year 2015-2016 by using Think Talk Write strategy. The research findings indicate that the students became more interested during the learning process. In addition, there was an improvement in students' writing recount text.

Furthermore, Think Talk Write also improved students' writing recount text in organization aspect. It supported by the previous study by Dhamayanti (2013), the sample of her research was eight grade students of SMP N 1Petungkriyono Pekalongan. The results of her study showed that TTW strategy can improve students' writing ability in recount text mostly in term of organization aspect, such as, organizing the ideas coherently by using transition words properly.

According to the findings of the previous research above and in this research, it is concluded that the students gained much improvement after the implementation of Think Talk Write strategy for

their writing. Moreover, the use of Think Talk Write strategy can significantly improve students' writing, especially in terms of organization.

CONCLUSION

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion.

1. The implementation of TTW strategy was effective to improve students' writing skills. It could be seen from the improvements of the students' writing score in the pretest and posttest. The mean score improved from 64.2 to 70.0.

2. The implementation of TTW could improve students' ability in recount text writing, especially in aspect organization. It is because the use of picture series in the material and writing practice could generate students' ideas. Moreover, the researcher also used picture series in posttest so it was influential the most in improving the students' writing ability.

SUGGESTIONS

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

1. Considering the advantages of TTW strategy, the researcher suggests that English teacher of the class apply TTW strategy as an alternative way in teaching writing especially recount text.

2. It needs much time to apply this strategy, so the teacher should manage the time efficiently.

3. This research had different instrument in pre and posttest. Thus, the further researcher should use the same media in instrument. It will make the research more valid.

4. This study was conducted in senior high school. Therefore, the further researchers can try to find out the improvement of using TTW strategy in different level of school.

5. Further researcher can try this strategy in another text.

Those are some suggestions referring to the conclusion and they should be concerned.

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