**THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE ON STUDENTS’ WRITING ABILITY AT THE FIRST GRADE OF SMAN 1 PRINGSEWU**

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***Abstrak.*** Penelitian ini bertujuan untuk melihat apakah ada pengaruh yang signifikan dari teknik belajar *Think-Talk-Write* terhadap kemampuan menulis siswa dan apakah setiap aspek menulis meningkat secara signifikan setelah implementasi teknik tersebut. Desain yang digunakan dalam penelitian ini adalah *one group pretest – posttest*. Data penelitian diperoleh melalui *pretest* dan *posttest*. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dari teknik tersebut terhadap kemampuan menulis siswa sebab nilai signifikan yang kurang dari 0.05. Hasil selanjutnya menunjukkan bahwa teknik tersebut memberikan pengaruh yang signifikan terhadap aspek menulis siswa. Hal tersebut menunjukkan bahwa teknik tersebut memfasilitasi siswa untuk meningkatkan kemampuan menulis mereka.

***Abstract.*** The aims of this research were to investigate whether there was a significant influence of *Think-Talk-Write* technique on students’ ability in recount text writing and to find out whether each aspect of students’ writing improved significantly after the implementation of this technique. A one group pretest – posttest design was used in this research. The data were obtained through a pretest and a posttest. The result of this research showed that the students’ ability in recount text writing significantly improved after the implementation of this technique in which the significance value was lower than 0.05. Moreover, it also revealed that there was significant improvement on each aspect of writing after the implementation of this technique. This indicates that *Think-Talk-Write* technique facilitates the students to improve their writing ability.

**Keywords**: *Think-Talk-Write*, writing ability, recount text, influence.

**INTRODUCTION**

According to 2013 Curriculum, one of the aims of teaching English in senior high school is to enable students to write a variety of texts. One of the texts is recount text. Recount text is a kind of text which is used to tell someone’s past experiences in a chronological order (Anderson & Anderson, 2002:3). This means that writing is one of language skills students need to master. Furthermore, one of basic competences of writing for the first grade students of senior high school is composing a monologue text by using a variety of language accurately, fluently, and acceptably in daily life context in the form of recount text. To do so, there are several aspects of writing students need to understand so that they will be able to express their ideas in written form correctly. In addition, Broghton (2003) states that there are several aspects which need to consider in writing, such as mechanical problems, grammar and lexis, and style of writing. This implies that writing is a complex skill. Thus, it is important for students to master the aspects of writing so that they will be able to compose a recount text based the social function, generic structure, and language features of the text.

Nevertheless, it is not easy to achieve the goal since the students still have low ability in writing. This is supported by a research conducted in SMAN 1 Pringsewu by Amanah (2015). She found out that students’ ability in writing was still unsatisfying due to the fact that the students made several errors on their recount text writing. Additionally, Rianto (2010: 51-52) states students get difficulties in choosing appropriate words, developing sentences into a paragraph, and elaborating ideas. Many students either think or say that they do not know what to write (Harmer, 2007). As a result, the students are unable to compose a recount text well.

In order to overcome the students’ problem related to writing skill, an effective teaching technique should be implemented. In this case, *Think-Talk-Write* technique is one of applicable teaching techniques. *Think-Talk-Write* technique builds in time for thought and reflection for the organization of ideas and the testing of those ideas before students are expected to write (Huinker and Laughin, 1996:82). It consists of three different activities which can facilitate students to be more active in teaching and learning process. A previous study conducted by Sari, et. al. (2014) also showed that this technique made a positive impact on students’ writing ability. This indicates that this technique is applicable in the process of teaching and learning writing.

**METHODS OF THE RESEARCH**

This research was quantitative research in nature. In collecting the data, an instruction to make a writing essay was given to the students. A one group pretest – posttest design was used in this research. The formula of the design was proposed by Hatch and Farhady (cited in Setiyadi, 2013). The instrument used in this research was recount text writing in the form of a pretest and a posttest to gain the data related to the effectiveness of *Think-Talk-Write* technique in the process of teaching and learning writing.

The population of this research was the first grade students of SMAN 1 Pringsewu and the sample was class X MIA 4 that consisted of 30 students. The sample class was taken randomly by using a lottery. This research used content and construct validity to measure the validity of the test. In addition, inter-rater reliability was used in order to ensure the reliability of the score and avoid subjectivity.

In measuring the achievement of students’ writing, the result of the pretest and posttest were compared by the researcher. After being compared, the data were analyzed by using *Paired Sample T-test* run in SPSS 20.0 for Windows.

**RESULT AND DISCUSSION**

**Results**

After administering the pretest and the posttest, the researcher analyzed the difference of students’ writing ability by comparing the results of the pretest and the posttest. The result showed that the mean score of the posttest was 9.53 points higher than the pretest which was 62.88 after they were taught by using *Think-Talk-Write* technique. The results of the students’ pretest and posttest are shown in Table 1.

**Table 1. Students’ Pretest and Posttest Results**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pretest** | **Posttest** | **Gain** |
| N | 30 | 30 | - |
| Mean | 62.8833 | 72.42 | 9.53 |
| Minimum | 49.50 | 61 | 11.5 |
| Maximum | 77.00 | 88 | 11 |

From Table 1, it can be seen that the students mean score for the pretest is 62.88 and 72.42 for the posttest. The result indicates that there is an improvement on the students’ writing ability after the implementation of *Think-Talk-Write* technique. To be more concrete, the highest score of the pretest is 77 and that of posttest is 88, in which the highest score gain is 11 points. The lowest score also improves from 49.50 to 61.

Besides, the students’ writing ability is regarded to improve from low to average. The details of the students’ writing scores in the pretest and the posttest can be seen in the following Table 2.

**Table 2. Distribution Frequency of Students’ Writing Scores**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score Interval** | **Frequencies of Pretest** | **Percentages of Pretest** | **Frequencies of Posttest** | **Percentage of Posttest** | **Category** |
| 49 – 56 | 5 | 16.67% | 0 | 0 | Low |
| 57 – 64  | 12 | 40% | 3 | 10% | Low |
| 65 – 72  | 12 | 40% | 16 | 53.33% | Enough |
| 73 – 80  | 1 | 3.33% | 7 | 23.33% | Good |
| 81 – 88  | 0 | 0 | 4 | 13.33% | Very Good |
| **Total** | 30 | 100% | 30 | 100% |  |

Referring to Table 2 above, the result shows that in the pretest, none gets score in the range of 81-88 and there is only one student who gets 73 – 80. It means that there is only one student who has good writing ability in the pretest. In addition, more than 50% of the students are regarded having low ability in writing in the sense that they are unable to pass the minimum score criterion which is 70. Compared to the result of the pretest, the students’ posttest shows a better result. There are 4 students who have successfully get score in the range of 81-88 which means that they have very good writing ability. Moreover, there are 7 students regarded having good ability in writing. In addition, there are only 3 students (10%) who get score in the range of 57 – 64 and none gets 49 – 56. Thus, it can be concluded that the students’ writing ability improved from the pretest to the posttest.

After being compared, the data were analyzed by using Paired Sample T-Test in order to find out whether the improvement was significant or not. The result of further analysis shows that the students’ writing ability improves significantly after they receive a series of treatments through *Think-Talk-Write* technique. The result of analysis is shown below:

**Table 3. Result of Paired Sample T-Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Paired Differences | t | df | Sig. (1-tailed) |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| Lower | Upper |
| Pair 1 | POSTTEST – PRETEST | 9.53333 | 4.26884 | .77938 | 7.93932 | 11.12734 | 12.232 | 29 | .000 |

Table 3 shows that the analysis of one tailed significance is lower than 0.05 (0.00<0.05) which means that the alternative hypothesis is approved. Thus, it can be concluded that the implementation of *Think-Talk-Write* technique gives a significant influence on the students’ ability in recount text writing.

Furthermore, this research is also intended to find out the improvement of each aspect of writing. In this case, the analysis was done by comparing the mean score of each aspect of the students’ writing based on the pretest and posttest results. The students’ pretest and posttest results are shown in the following table.

**Table 4. Result of Students’ Score on Each Aspect of Writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Aspect of Writing** | **Mean Score of Pretest** | **Mean Score of Posttest** | **Gain** | **Percentage** |
| 1 | Content | 18.55 | 20.33 | 1.78 | 18.68% |
| 2 | Organization | 14.03 | 16.22 | 2.18 | 22.98% |
| 3 | Vocabulary | 13.32 | 15.23 | 1.92 | 20.04% |
| 4 | Language Use | 14.18 | 17.03 | 2.85 | 29.91% |
| 5 | Mechanics | 2.80 | 3.60 | 0.80 | 8.39% |
| **Total** | **62.88** | **72.42** | **9.53** | **100%** |

In line with Table 4 which shows that the improvement of the gain on the students’ mean score from the pretest to the posttest, Table 4 shows that there is also an improvement on the mean score of each aspect of the students’ writing. From Table 4, it can be seen that the aspect which improves the most is language use aspect. The mean score of language use aspect in the pretest is 2.85 lower than the posttest. Meanwhile, mechanics aspect is regarded as the aspect which improves the least. The gain of the mechanics aspect is 0.8 or 8.39% of the total gain. Moreover, the gain on organization, vocabulary, and content aspects are 2.18, 1.92, and 1.78 respectively.

In order to find whether the improvement was significant or not, further analysis was done by using Paired Sample T-Test of SPSS 20.00. The result is shown in Table 5 below.

**Table 5. Result of Paired Sample T-Test on Each Aspect of Students’ Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Paired Differences | t | df | Sig. (1-tailed) |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| Lower | Upper |
| Pair 1 | POSTTEST – PRETEST | 1.90667 | 1.45444 | .11875 | 1.67201 | 2.14133 | 16.056 | 149 | .000 |

Table 5 shows that based on the statistical analysis, the significance value is 0.00 (0.00<0.05) which means that there is significant influence on each aspect of writing after the implementation of *Think-Talk-Write* technique.

From the description above, it can be inferred that *Think-Talk-Write* technique is effective to improve the students writing ability, specifically in recount text writing.

**Discussion**

The results of the analyses on the students’ pretest and posttest scores show that the significance value is lower than 0.05, which means there is significant improvement on the students’ writing ability after the implementation of *Think-Talk-Write* technique in teaching recount text writing, This evidence obviously supports the previous finding conducted by Sari, et. al. (2014). She finds out that *Think-Talk-Write* technique is effective to help students to improve their writing ability. With regard to this study, it is obvious that by using this technique, the students are able to learn effectively because this technique covers three different activities which can engage the students to actively participate in the process of teaching and learning which is in line with Huinker and Laughin (1996:82) who points out that *Think-Talk-Write* technique builds in time for thought and reflection for the organization of ideas and the testing of those ideas before students are expected to write. Final result of this research proves that *Think-Talk-Write* technique is applicable in the teaching of recount text writing.

The second finding of this research shows that this technique is effective to improve the students’ ability related to the aspect of writing significantly. The result of the students’ posttest shows that the students get better on the aspects of writing consisting of language use, organization, vocabulary, content, and mechanics. This condition happens due to several reasons. During the treatments, the students were given some information related to the social function, generic structure, and language features of the recount text. Then, an example of recount text was shown in front of the class. The students were asked to read and comprehend the text. Then, several questions were given to the students to see their understanding about the text. In addition, in order to help the students to understand the organization of the text, the researcher asked the students to analyze the generic structure of the text shown and mention the function of each part. Moreover, the students’ were guided to analyze the language features related grammar and vocabulary. They were also asked to make a sentence by using simple past tense and words given by the researcher. In terms of mechanics aspect, the students were asked to pay attention to their capitalization, punctuation, and spelling. In *talking* activity, the students were able to have a discussion with their friends and they could get their works checked by the others. These activities help the students to have more comprehension on the aspects of recount text writing so that the students get better understanding on how to write a recount text. Furthermore, the finding shows that the aspect which improves the most is language use aspect. This is reasonable because they have learned simple past tense on the previous meeting. During the treatments, the students were also guided to understand the concept of past tense.

This finding also supports the previous study conducted by Astuti, et. al. (2014) in MTs SMQ Bango. She found out that each aspect of students’ recount text writing improved significantly after the implementation of *Think-Talk-Write* technique in teaching. She added that the aspect which improved the most was grammar aspect. However, Wiyaka and Ansori (2013) stated that grammar and vocabulary were regarded as the complicated aspects faced by students in writing. They found out that students often missed structure in their writing. This happened because the students did not understand the concept of the simple present tense and other sentence patterns.

The lowest improvement is occupied by mechanics aspect. It is because this aspect is not specifically discussed during the treatments. The students were asked to pay attention to the mechanical aspects yet they still paid less attention to the punctuation mark, capitalization, and spelling. This also happened due to the reason that the students focused on the other aspects. This finding supports a previous study by Lestari (2015). It was found out that mechanics was the aspect with the lowest improvement.

**CONCLUSION AND SUGGESTION**

Referring to the discussion of the research findings in the previous chapter, these following points of conclusion are cited. First, there is significant influence on the students’ writing ability after the implementation of *Think-Talk-Write* technique (0.00<0.05). In other words, it is said that the alternative hypothesis is proved. It indicates that the implementation of *Think-Talk-Write* technique gives a positive impact to the students’ ability in recount text writing. Second, there is significant influence on each aspect of students’ writing. This condition happened due to the fact that the students received a series of activities which helped them to understand the aspect of writing during the treatments. In addition, this technique enables the students to share their problems related to the aspect of writing with their group members. In short, it could be said that the students’ ability in writing improves significantly after the implementation of *Think-Talk-Write* technique

Nonetheless, this study also has several suggestions. Teachers are suggested to use this technique due to the reason that this technique made a positive impact to the students’ writing ability. This technique also covers three different activities which can engage the students to be active during the teaching and learning process. Moreover, it is important for the teacher to fully monitor the class during the discussion section in order to make the topic still in line with the material. In addition, the teachers should be able to manage the time well so that the students will have enough time in writing session. The researcher also gives suggestions to future researchers. A qualitative data such as interview and questionnaires can be used for future research in order to get more valid and reliable findings. Additionally, this research is conducted in senior high school level so that the other researchers are expected to conduct the similar research in different levels and settings by using teaching media such as video, magazine, short movie, song, etc.

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