

## Stick Figure and *Think, Talk And Write*: Integrating Media With Teaching Strategy For A Better Writing Competence

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### Abstract

*This study attempts to see the effect of Think, Talk, and Write strategy on the students' narrative writing competence. Considering the importance of the use of teaching media, this study tries to integrate Stick Figure as a teaching media in Think, Talk, and Write Strategy. A quasi experimental study was conducted to see the improvement of the students' narrative writing competence. It involved 42 students who were selected on the basis of convenience sampling and assigned into two groups; experimental and control groups. The statistical analyses of paired sample t-test in experimental group showed that there was significant improvement on the students' writing competence before ( $M=5.77$ ,  $SD= 2.342$ ) and after ( $M= 11.79$ ,  $SD= 2.342$ ),  $t(21)=12.059$ ,  $p<0.05$ . Moreover, the result of independent t-test between experimental and control groups showed a significant difference. It can be seen that the mean differences was 3.79545 and the significance value is lower than 0.05,  $0.000<0.05$ .*

**Keywords:** *Stick Figure, Think, Talk, and Write (TTW), Writing competence*

### 1. Introduction

The fact that English is not only used in oral communication increase the demand for having good written communication. People write in English in order to share their original ideas, knowledge or information. According to Hess & Ghawi in Lee & Tajino (2008, p. 3) more than 65% of professional international journal articles are written in English. The larger used of English can be seen in the internet. Shyamlee and Phil (2012) indicates that over 80% of information stored on the internet is in English. Besides, English dominates book's publication in the world. Therefore, to be recognized globally, having writing skills is essential.

In fact, writing is a complex activity. It is not only a matter of expressing the idea in written form but also a matter of how those ideas can be understood by the readers. In fact, the activities of writing do not stop only at the level of writing sentences. Bell & Burnaby cited in Nunan (1998, p. 6) state "Beyond the sentences, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text".

Thus, writing need special attention. Karim and Mursitama (2015, p. 1) said that writing is complex activity and a difficult task if the writer does not have a lot of ideas and it is not easy because the process of writing requires good intellectual. Writing requires persistence practice since writing needs a long process to produce good writing.

A teacher should also give appropriate treatment to help the students writing. Research studies have also proved that good using of media and strategy will create effective learning activity. The teacher must be able to make the students explore their ability in writing. Teacher must also be creative in implementing strategy or media in teaching and learning activity. Good using of media and strategy will create effective learning activity. Pribadi (2009, p. 184) said that when the students are provided by appropriate strategy they will involve in the process. Besides, in term of fostering students' ability to write, Wallace, Stariha and Walberg (2004, p.16) said that the teachers should be able to stimulate all students to become better writer by giving appropriate encouragement and learning materials.

As a matter of fact, varying the strategy and media used in teaching and learning process would always be essential. Students' need to involve in the activities where they can explore their ideas in such a way to write a good writing. One of the strategies that can be implemented is think talk and write. Think, talk and write TTW), is a strategy introduced by Huinker and Laughlin (in Apripudin, 2012). This strategy does not only aim the students to write but also consider the students full participations in the process of getting the idea and developing it into a piece of text. Besides, with the importance of media in order to aid the students effectively, enhancing a media in the learning process would be essential. As Hamalik cited in Arsyad (2010, p. 19) said that in the learning process, involving the media can stimulate students' motivation.

The recent trend of the use of think, talk, and has been reported bring effect to the students' writing

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achievement. The studies brought the evidences that think-talk-write strategy is effective to improve students' writing ability (Sofingatun, 2014; Astuti, Zainil, Kusni, 2014). However, the studies conducted previously did not mention specific teaching media used in relation to the implementation of the strategy.

Therefore, this study maximize the implementation of teaching strategy and media in writing class by integrating stick figure in the application of think, talk, and write strategy . Stick figure media is one of the visual media. The use of visual media can illustrate the ideas from student's writing. According to Arsyad (2010, p. 115) when a person does not have the educational background art or painting, they can make a simple drawing like a stick figure. Although simple media, it can represent the ideas.

Indeed, through this study, the researchers would like to investigate whether the use of stick figure in think, talk, and write strategy brings significant improvement on the students' writing competence. The study also would like to see the difference between the students' writing competence taught by using stick figure in think, talk, and write strategy and those who were not.

**2. Method**

This study was conducted on the basis of Quasi Experimental Design. The second grade classroom at MTS Darurrahman Rimbo Bujang Jambi (a private Islamic Junior High school in Jambi) was selected for this research project. The subjects were 42 eight-grade students from two different classes. The subjects was selected by applying convenience sampling. There were 22 students from class VIII A and 20 students from class VIIB. One class was assigned as experimental group and the other class was assigned as control group.

The experiment was done in 14 meetings. The samples were given the pretest in the first meeting. The interventions then were given for 12 meetings. The experimental group was taught by using stick figure in think, talk, and writing. The interventions focused on the teaching of narrative text as it is a part of material in curriculum. However, the control group was not taught by using special treatment. At the end of the meeting, at the fourteen meeting, both of the groups were given the posttest to find out whether or not the students still kept holding of the materials after the treatment.

To collect the data of students' writing competence, the writing test was utilized. A scoring rubric adopted from Nevada Department of Education (2014) was used to score the students' writing. The aspects score to evaluate students' writing work sheet are narrative focus, organization, elaboration of narrative, language and vocabulary, and convention.

In addition to the instrumentation, to make sure that the test was valid, the instrument was designed in accordance with the curriculum used by the school

under the study. Besides, since the study focused on scoring the students' writing which tends to be subjective, interrater reliability test was performed to see the consistency of the students' competence scored by two raters. The result of the test indicates the high consistency of interrater (0.777). Therefore, the instrument was considered valid and could be used to collect the data of the students writing competence.

**3. Findings and Discussions**

After the posttest, the results of students' writing in both control and experimental groups were classified into several categories.

**Table 1.** Score categories of students' writing achievement

No	Score Interval	Category
1	5 - 7	Very Poor
2	8 - 10	Poor
3	11 - 13	Enough
4	14 - 16	Good
5	17 - 20	Very Good

The score distributions in experimental group show that there was improvement on students writing score after being taught by using stick figure in think, talk, and write strategy. The results of pre-test before the interventions, shows that all of the students were categorized very poor. The lowest score and the highest score were in some score interval 5 – 7. After the interventions, the results of the students writing test were more varied. The lower score interval was 5 – 7.9 and the highest score interval was 14 – 16.9. One students (4.5 %) got the score in interval 5 – 7. 9 students (40.9 %) got score in interval 8 – 10. Another 5 students (22.7 %) were categorized enough, 11 – 13. The other 7 students (31.8 %) reached interval 14 – 16.9 which were categorized good. Although, there was no students categorized very good, the results of post-test showed the students` improvement in writing.

**Table 2.** Pre-test Distribution in Experimental Group

Score Interval	Score Category	The Result of Pretest	
		Frequency	Percentage
5 - 7	Very Poor	22	100
8 - 10	Poor		
11 - 13	Enough		
14 - 16	Good		
Total		22	100

**Table 3.** Post-test Distribution in Experimental Group

Score Interval	Score Category	The Result of Post test	
		Frequency	Percentage
5 - 7	Very Poor	1	4,5
8 - 10	Poor	9	40,9
11 - 13	Enough	5	22,7
14 - 16	Good	7	31,8
Total		22	100,0

The result of paired sample t-test also proves that there was significant improvement on the students' writing competence before (M=5.77, SD= 2.342) and after (M= 11.79, SD= 2.342),  $t(21)=12.059, p<0.05$ .

Unexpectedly, the results of students' writing in control group who were taught without using any special or new treatment showed that there was also improvement on the students' achievement after the posttest. The results of pre-test before the interventions show that all of the students were categorized very poor. The lowest score and the highest score were in some score interval 5 – 7 which are the same as the pretest achievement in experimental group, which also showed that the sample in both of the groups were in the same level of achievement.

**Table 4.** Pretest Distribution in Control Group

Score Interval	Score Category	The Result of Pretest	
		Frequency	Percentage
5 - 7	Very Poor	20	100
8 - 10	Poor		
11 - 13	Enough		
14 – 16	Good		
Total		20	100

**Table 5.** Post test Distribution in Control Group

Score Interval	Score Category	The Result of Post test	
		Frequency	Percentage
5 - 7	Very Poor	9	45,0
8 - 10	Poor	9	45,0
11 - 13	Enough	2	10,0
14 – 16	Good	-	
Total		20	100

After the interventions, the results of the students writing test in control group were also varied. The lower score interval was 5 – 7 and the highest score interval was 11 – 13. Nine students (45.0 %) got the score in interval 5 – 7. There were 9 students (45.0 %) got score in interval 8 – 10. Then the rest 2 students (10 %) were categorized enough, 11 – 13.9.

Even though there was improvement of the scores in control group, the improvement of the students' narrative writing score in experimental group is higher than that in control group. After the interventions in experimental group, there were some students who could be categorized good. However, there was none of the students in control group obtained good category. In fact, the result of independent t-test indicates that there was significant difference between the students' narrative writing competence in experimental and control group.

The result of Independent t-test in both groups also indicates that the use of stick figure in Think, Talk, and write strategy gives more significant effect on students' writing competence. The results of students writing in experimental group is better than

those in control group who were taught without using stick figure in Think, Talk, and write strategy.

Based on the results of the study, there are some interpretations that can be drawn. Firstly, the results of the test showed that using stick figure in think, talk, and write strategy improve students writing competence. The finding results show that there is significant improvement of the mean score from 5.7727 in the pre-test to 11.7955 in the post-test. It is found that during the interventions, the students were more enthusiastic in the teaching and learning process since the students were provided with a step by step procedures. The students were not only provided by the materials but they were also given chance to explore their idea through "think" stage.

They were also given a chance to share what they planned for their writing through "talk" stage. The students had time to share their plan for writing in a group. Learning in a group would help students learn to each other. As Harmer (2007, p. 328) argues that writing is a cooperative activity. It means that writing can be easier to do in the group. Moreover, the students who are already good can help those who are still trying to understand the material. Slavin (2005, p. 272) said that the problems solutions can be finished in the groups.

Therefore, when they come to "write" stage, the students have been ready to completely write their final idea. Moreover, the students were more interested in the teaching and learning process since they were not only provided with the technique of think, talk, and write (TTW) strategy, but they were also provided with a fun learning media which was stick figure. During the teaching and learning process, the students had chance to symbolize their idea through drawing a stick figure related to their ideas. It is supported by Arsyad (2014, p. 114). He said that the stick figure can be used to encourage and stimulate the students' ideas.

Furthermore, the activities provided during the research study was something new to the students. Before the research, the students were not accustomed to writing activities. Therefore, the students were more motivated to study.

Besides, it is also found that there is improvement of the achievement in control group. Although the students did not get any special treatment, they were received the interventions. This fact is assumed bring the improvement to the control group. Before the study was conducted the students were not accustomed to have writing activities. During the research study, the students had more time to learn writing.

However, the improvement of the students in control group is still lower than the improvement in experimental group. The statistical data showed that the mean score in control group is 8.0 while the mean score in experimental group is 11.79. Indeed, the strategy used in the experimental group which is using

stick figure in think, talk, and write strategy, gives better achievement to the student writing competence.

#### 4. Conclusions

Based on the results of the study, it can be concluded that Stick Figure in Think, Talk, and Write (TTW), one of the alternative strategy, brings significant effect in improving the students' competence in writing narrative text. The study also confirmed the theories saying that appropriate strategy and media in teaching and learning process can lead to the betterment of the students' achievement.

Besides, compare to those who were taught without using stick figure media in think, talk, and write strategy, those who were taught by integrating the media and the strategy obtained better achievement. This result also confirms that think, talk, and write strategy as a part of cooperative learning, bring some advantages. The first is developing a meaningful solution in order to understand the teaching materials. The strategy also provides open-ended solution to the students to develop critical and creative thinking. The students get the chance to actively involved in the learning process. It also allows students to think and communicate with friends, teachers, and even with themselves. Evans & Gruba in Paltridge & Starfield (2007, p.146) argues that a discussion or dialogue in groups of 4-6 students can help the students comprehension.

With the improvement in control group achievement, it can also be concluded that it is principal for the teacher to make the students experience the teaching and learning process. It means, even without a new treatment, if the teacher really put the students as the top priority in the classroom activities and make them learn what they supposed to learn, they will always achieve something.

Moreover, there are several suggestions proposed for the next studies in the similar field as the present research. First, in the treatment process, for the teacher who is interested in applying this teaching strategy to pay more attention in giving clear instruction to the students during the teaching and learning activities. Since the use of stick figure media requires the students to creatively use their sense of art to illustrate their idea into written language, it is essential to the teacher to give specific guidance to the students so that they can complete the phase in think, talk, and write strategy. Second, the research under study applied quasi experimental design which employs limited sample and weaker than true experimental design. For that reason, it is suggested for the next researcher on this technique to involve larger samples and to strengthen the design to make the research better.

Third, the Stick Figure in Think, Talk, and Write (TTW) strategy used in this research effectively improved students' competence in narrative writing. It is important for the next researcher to know whether

this strategy appropriate applied in other kind of writing. Finally, since the research selected the Eighth Grade Students as the sample of the study, it is suggested for the further researcher to prove whether Stick Figure in Think, Talk, and Write (TTW) strategy is also effective for students in different grades.

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