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Think-Talk-Write Strategy to Improve the Ability to Compose Indonesian Sentence Structure in SLBN Cicendo Bandung, Indonesia

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ABSTRACTS

This study aims to see whether the Think-Talk-Write method improves deaf children's capacity to compose Indonesian language sentence structures. The research method used was an experimental method using the design of one group pretest-posttest. The data collection technique used was a writing test. This study was conducted on seven deaf children in class XI at special needs school in Cicendo, Bandung, Indonesia. The study's findings based on the comparison of pre-test and post-test scores showed an increase in post-test scores was higher in each aspect, namely in the elements of Think, Talk, and Writes. This evidence showed that the seven subjects being able to choose random words and then arrange the words into a sentence structure with the subject-verb-object sentence pattern. This research can be a recommendation for teachers regarding the use of learning strategies, especially the Think-Talk-Write strategy to help improve the ability to compose Indonesian sentence structures or other materials for deaf children.

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1. INTRODUCTION

Language cannot be separated from everyday life. As social organisms, humans will always require language as a means of communication. Language produced in this way has a huge impact on human life because it makes it easier for each individual to interact and exchange information (Ellis & Larsen-Freeman, 2006). Language is formed through the process of imitating or hearing. Language learning begins with information gathering and proceeds through the stages of understanding and expression.

The rules in language are called grammar and one of the discussions is in the field of syntax or sentence structure. The syntax is a branch of grammar that deals with the structure of sentences, clauses, and phrases (Heidorn et al., 1982). Sentence structures in syntax have agreed-upon rules. Sentences spoken or written formally must be based on the applicable grammar. The ability to compose sentences is very necessary for language to facilitate communication between people which can then be used to develop other abilities they have (Levine et al., 2016). Therefore, mastery of sentence structure and pattern is very important in language.

The process of language acquisition is not easy for deaf children who experience hearing impairment or loss, which results in obstacles in language and speech development. Deaf children who experience obstacles in hearing in addition to having an impact on language barriers will of course also experience obstacles in communicating (Skjeggstad et al., 2017). Based on preliminary observations made by researchers on deaf children in class XI special needs school shows that the sentence structure of deaf children in class XI special needs school is still not sequentially in accordance with the sentence structure that should be in accordance with syntactic rules, their ability to understand sentence structure is still very minimal, this is shown with phrases, clauses, and sentences made by deaf children in learning, so that the intentions and objectives conveyed are difficult to understand. Deaf children often make mistakes in using conjunctions, using punctuation marks, and writing sentences with affixes (Wolbers., 2008).

Think-Talk-Write strategy is a learning strategy that involves 3 important aspects, namely the thinking process, speaking process, and writing process (Rahmah, 2017). The first stage is the stage of thinking activity of children with hard hearing who carry out the process of listening or paying close attention to the explanation from the researcher, then the talking stage. Deaf children at the talking stage explore themselves by communicating using sentences. Sentences spoken in sentences are in accordance with the sentence structure, at this stage deaf children are expected to understand sentence structure because there is a process of children moving their speech organs to mention sentences. The last stage is writing, which is arranging sentences according to the sentence structure. In this process, children will remember more because they have experience in composing sentences and writing them in notebooks.

Therefore, this study will use a learning strategy that accommodates deaf children to practice speaking orally and in writing, namely the Think-Talk-Write strategy. This research was conducted to improve the ability to compose the sentence structure of deaf children, besides that deaf children also improve the ability to write good and correct sentences.

2. METHODS

The method used in this research is the experimental method. The study was conducted on 7 deaf children in class XI special needs school in Cicendo, Bandung, Indonesia. The data processing technique in this study used non-parametric statistics, namely the Wilcoxon test.

The Wilcoxon test is a statistical method that is used to test the difference between two pairs of data, so that the number of data samples is always the same, as in equation (1) (Pask., 1976). The research design used was a one-group pretest-posttest design. The design of this study consisted of a pre-test (O_1), treatment (X) was given using the Think-Talk-Write strategy, and (post-test) (O_2). The pre-test and post-test questions consist of 10 questions on listening skills (think), 5 items on speaking skills (talk), and 5 items on writing skills (write). And, for the question of speaking ability, the researcher changed the oral test questions into a written test form due to time constraints and facilitated the research and assessment process.

3. RESULTS AND DISCUSSION

Based on the results of hypothesis testing that have been described previously, it is known that the Think-Talk-Write strategy can improve the ability to compose Indonesian sentence structures in deaf children. The results showed that there was an increase in the structure of Indonesian sentences in deaf children. The Think Talk Write strategy in its implementation can activate the child's learning atmosphere through the stages of visual listening (think), speaking verbally and cues (talk), and arranging words into sentences, and then writing them down (write).

Learning begins with apperception first to bring up what the deaf child knows, the researchers also pay attention to how the deaf child pronounces the sentence whether it is in accordance with the sentence structure or not. At the stage of listening (think) and speaking (talk), it is done by providing pictures and infographics about learning materials (background, symptoms, spread, prevention, and benefits of the coronavirus vaccine), as well as material on compiling sentence structures with Subject-Verb-Object (SVO) sentence patterns. At the speaking stage, deaf children use signs, because the communication used is total communication. The last stage is writing, at this stage, the deaf child is asked to make sentences by arranging words that match the sentence structure with the SVO sentence pattern independently.

The results showed that the students' ability to compose Indonesian sentence structures increased. Based on **Table 1**, there is an increase in the score for each student after being given treatment by applying the Think-Talk-Write learning strategy. There is a significant difference in the ability to compose sentence structures after being given treatment, it can be seen from the score of each child at the pre-test and post-test which has increased. The results of these calculations, if presented, for the ability to compose sentence structures, the average pre-test reached 8.40% while the post-test score after receiving treatment reached 17.50%, so the increase reached 9.30%.

Table 1. Increased total pre-test score and post-test score.

No.	Sample	Score		Increased Total Score
		Pre-test	Post-test	
1.	AA	11	19	8
2.	AP	10	18	8
3.	MD	7	15	8
4.	NN	8	17	9
5.	N	6	18	12
6.	SN	10	19	9
7.	UJ	7	18	11
		59	124	65
	Average	8.4	17.7	9.3

Then the data was processed using the Wilcoxon test. This calculation aims to test the difference between two pairs of data with the same number of samples. The results of calculations using the Wilcoxon test are shown in **Table 2**. Based on the calculation of the Wilcoxon test, in the Indonesian sentence structure ability data there are no students who get a negative difference (-), all students get a positive difference (+). Hypothesis testing is carried out on H_0 , based on the following criteria:

$J_{\text{count}} < J_{\text{table}}$, then H_0 is rejected

$J_{\text{count}} > J_{\text{table}}$, then H_0 is accepted

Based on the calculation of the Wilcoxon test that shown in **Table 2**, it is obtained that $J_{\text{count}} = 0$ and $J_{\text{table}} = 2$. Based on the hypothesis criteria that have been determined, $J_{\text{count}} < J_{\text{table}}$, then H_0 is accepted. This shows that the proposed hypothesis is accepted, and it can be concluded that the Think-Talk-Write strategy can improve the ability to compose sentence structures with the SVO sentence pattern in deaf students in class XI special needs school in Cicendo Bandung, Indonesia.

The Think-Talk-Write strategy is also in accordance with the theory of language acquisition, namely the theory of behaviorism. Behaviorism theories used to acquire language emphasize the role of the environment in providing imitation and reinforcement (Sarem & Shirzadi., 2014). The statement shows that the influence of the stimulus-response will be able to help children in preparing sentence structures that are in accordance with the SVO sentence pattern.

In general, the attitude of children showed high interest and enthusiasm when the researchers conducted learning using the Think-Talk-Write strategy with visual learning media in the form of pictures about the theme being taught. Students' enthusiasm makes students more proficient in understanding sentence structure with SVO sentence patterns regularly and systematically (Farrokh, 2012).

The think-Talk-Write strategy is considered effective to improve sentence structure for deaf students because this strategy trains spoken and written language skills in deaf students (Auliasari et al., 2019). This strategy also stimulates deaf students to speak from the information given previously from the listening or thinking process.

The think-Talk-Write strategy builds thinking, reflects, and organizes ideas (Aziz & Maaliah, 2017). The flow of the Think-Talk-Write strategy progress starts from the child's involvement in thinking or reflective dialogue with himself, then talking and sharing ideas with his friends, before the child writes. The use of the Think-Talk-Write strategy can also be more effective if using the Reflective Maternal Method. The Reflective Maternal Method is a learning method used for deaf children to communicate (Lederberg & Everhart, 2000).

Table 2. Wilcoxon test results.

No.	Sampel	Score		Price gap (X-Y)	Rank (d)	Sign	
		Pre-test (X)	Post-test (Y)			(+)	(-)
1.	AA	11	19	8	2.0	2.0	0
2.	AP	10	18	8	2.0	2.0	0
3.	MD	7	15	8	2.0	2.0	0
4.	NN	8	17	9	4.5	4.5	0
5.	N	6	18	12	7.0	7.0	0
6.	SN	10	19	9	4.5	4.5	0
7.	UJ	7	18	11	6.0	6.0	0
Total						28	0

Based on the results of the study, it was shown that the Think-Talk-Write strategy could improve the ability to compose Indonesian sentence structures in deaf children of class XI special needs school in Cicendo Bandung, Indonesia.

4. CONCLUSION

Based on the results of data analysis and hypothesis testing, it was concluded that the Think-Talk-Write strategy can improve the ability to compose sentence structures in deaf children in class XI special needs school in Cicendo, Bandung, Indonesia. The detailed results for each aspect of the results can be concluded as follows:

- (i) The Think aspect in the Think-Talk-Write strategy can improve the ability to compose sentence structures with SVO sentence patterns.
- (ii) The Talk aspect in the Think-Talk-Write strategy can improve the ability to compose sentence structures with SVO sentence patterns.

The Write aspect in the Think-Talk-Write strategy can improve the ability to compose sentence structures with SVO sentence patterns.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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