THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE TO IMPROVE STUDENTS' DESCRIPTIVE WRITING AT THE FIRST GRADE OF SMA AL AZHAR 3 BANDARLAMPUNG

Rafika Indah, Basturi Hasan, Flora
FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1
e-mail: rafikaindah89@gmail.com

Abstrak. Penelitian ini bertujuan untuk meneliti: i) peningkatan kemampuan menulis teks deskriptif siswa melalui penerapan teknik Think-Talk-Write dan ii) aspek menulis yang paling meningkat. Penelitian ini adalah kuasi-eksperimental dengan *one-group pretest-posttest design*. Subjek penelitian ini adalah siswa kelas X IPA 6 di SMA Al Azhar 3 Bandar Lampung yang terdiri atas 34 siswa. Data penelitian ini diperoleh melalui *pre test* dan *post test*. Kemudian, data tersebut dianalisis dengan menggunakan *Paired Sample T-test*. Nilai rata-rata yang diperoleh dalam *pre test* adalah 54.83 dan nilai rata-rata yang diperoleh dalam *post test* adalah 64.95. Hasil menunjukkan bahwa pencapaian murid terhadap skill menulis deskriptif text meningkat secara statistik dengan level signifikansi 0.05. Ini menunjukkan bahwa teknik Think-Talk-Write membantu siswa dalam meningkatkan kemampuan menulis siswa.

Abstract. This research was aimed at investigating: i) the students' improvement on writing descriptive text after the students were taught through Think-Talk-Write technique and ii) the aspect of writing improves the most. This study was quasi-experimental research with one-group pretest-posttest design of pre-experimental design. The subject of this research was class X IPA 6 of SMA Al Azhar 3 Bandar Lampung consisting of 34 students. The data were obtained from the pre test and post test. Then, the data were analyzed by using Paired Sample T-test. The average score of the pre-test was 54.83 and the average score of the post-test was 64.95. The results showed that the students' achievement on writing descriptive text statistically increased with the significant level 0.05. This suggests that Think-Talk-Write technique facilitates the students to improve their writing achievement.

Keywords: think-talk-write, teaching writing, descriptive text.

INTRODUCTION

It is known that speaking and writing are deemed as productive skills since learners need to produce language to communicate their ideas in either speech or text. While listening and reading are receptive skills since learners need to process and understand language being communicated to them in spoken or written form. Writing, in particular, plays a vital role in this modern era; thereby, a good writing skill helps the students achieve their goals in the future, for instance to resumably, they will be able to; 1) write a report, 2) write a CV or resume, 3) write a business letter, etc. In line with the clarification above, Cohen and Riel (1989:6) says that writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others through written text.

Broadly, among the four skills taught in schools, writing is still considered as a complicated skill for students to master because it involves a complex activity requiring specialized skills that includes the ability to express the writers' opinions or thoughts clearly and efficiently. This ability can be achieved only if a learner masters some techniques of writing such as how to generate the ideas, how to express them in sequence of sentences, how to organize them chronologically and coherently, how to review, and how to revise the compositions until the writing well-written.

Regarding to the reseacher's experience in Teachers Training Program (PPL) in SMPN 2 Negeri Agung, it was found that the students' writing achievement was still low. This can be seen from the results of students' writing that often consisted of some mistakes in vocabulary, grammar use, organization, mechanic, and also the ability of the students in expressing and developing their ideas.

In addition, the previous research conducted by Rianto (2010:51-52) indicated that students had some difficulties in writing class, such as to choose the appropriate words to make a sentence, develop the sentence becomes a paragraph, and elaborate their ideas well. The students also were not able to compose in a well-organized composition and also they made it in a poor language use. Richards and Renandya (2002:303) adds that the difficulty of writing lies not only in generating and organizing the ideas, but also in translating ideas into a readable text.

The previous facts should have obligated English teacher as a facilitator to find out the solution to help the students in their effort to be able to write a constructive writing. Certainly, changing the way of teaching technique done by the teacher is the solution. In fact, there are many options available of teaching techniques can be applied, but using appropriate technique and relevant with the students daily activity is the most necessary. *Think-Talk-Write* technique is good to be chosen to solve such problems faced by the students.

This stands to reason for *Think-Talk-Write* technique can build 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 progress from the students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing (Huinker and Laughlin in Zulkarnaini, 2011:4). This technique offers the students an opportunity to do some meaningful activities. Suyatno (2009:66) states "*Think-Talk-Write* is starting with thinking through reading, the result of reading is communicated through presentation, discussion, then making note about the result of discussion".

More operationally, there are some activities students do in *Think-Talk-Write* technique. First, "*think*" it can be seen from the process of reading a text related with the material or the process of seeing the picture about something being described. Next, students make notes about what they have seen and read. The notes will be read, explained, and discussed in their group. We can mention this step as students "*talk*" activity. After finishing discussing in their own group, the students will present the result of discussion in form of written text individually. This students' activity is called "*write*" activity. This technique is appropriate for heterogenous groups consist of four to five students. It encourages the students to think, talk, then write a paragraph with a certain topic or theme.

Thus, in applying this technique, the teacher becomes the student participation rate monitoring of students' activity, especially in the discussion. It means that this technique can give advantages to create an enjoyable and communicative environment for students, so they are motivated in learning.

Evidently, many studies involving Think-Talk-Write research have been conducted and shown that this practice is effective to increase the quality of students' writing. A study conducted by Dhamayanti (2013), for example, the sample of her research was the Eighth grade Students of SMP N 1 Petungkriyono Pekalongan. The results showed that *Think-Talk-Write* technique can improve students' writing ability in recount text. Another study was conducted by Sofiyanti (2012), this study applied quantitative research by using narrative text in order to know the students' improvement on writing skill through *Think-Talk-Write* technique at the Eight Grade of SMP Kalinyamatan Jepara. The finding of her study reveals that *Think-Talk-Write* technique can improve students' writing narrative text.

In summary, those previous studies prove that *Think-Talk-Write* technique could be implemented in teaching writing. Thereby, this research applied *Think-Talk-Write* technique in teaching writing for senior high school. The research was primarily aimed at investigating significant improvement on students' descriptive writing achievement after being taught through *Think -Talk-Write* technique and the aspects improve significantly.

METHODS OF THE RESEARCH

A quasi-experimental research was used in this study. In collecting the data, an instruction to make a writing essay was given. Certain topics were provided to the students in order to see the students' writing comprehension achievement. The variables of this research were independent variable which was concerned with think-talk-write technique and dependent variable which dealt with the students' writing in form of descriptive text. One group pre-test post-test design was used in this research. The teacher gave the pre test before the treatment and the post test after the treatment. The instrument of this research was writing test. Writing test was used to gain the data regarding to the effectiveness of think-talk-write technique; for this purpose, the students were required to express their own idea in written form.

The population of this research was the first year students of SMA Al Azhar 3 Bandar Lampung and the sample was class X IPA 6 that consisted of 34 students. The class as the sample was taken through lottery technique. In constructing the research, the research procedure went through these following steps: 1) determining the population and sample, 2) deciding the materials to be taught and tested, 3) administering the pre-test. 4) conducting the treatment, 5) administering the post-test, 6) analyzing the data. To measure the validity of the test, the data were analyzed by using content validity and construct validity. In order to meet the content validity–a descriptive type of texts based on the School Based Curriculum–was used in this research. In addition, to judge whether the construct validity was good or not, a table of specification by Heaton (1991:135) was particularly used in this research.

In this research, inter-rater reliability was used consisting of two inter-rater. They were English teachers of SMA Al Azhar 3 Bandar Lampung and the researcher. In measuring the achievement of students' writing, the result of pretest and posttest were compared by the researcher. Immediately, after comparing the results, the data were analyzed through Paired Sample t-test by using Statistical Package for Social Science (SPSS) 16.00 in which the alternative hypothesis is accepted and null hypothesis was rejected because the t-value was higher than t-table. Furthermore, after the data was analyzed, it clearly showed that the reliability of the pre test was 0.974 and the post test was 0.984. Hence, it could be stated that the test had a very high reliability since the criteria range of the very high reliability was (0.90 – 1.000) (Hatch and Farhady, 1982:247).

RESULTS AND DISCUSSION

This section has two major points as follows:

Results

After administering pretest and posttest, the results of pretest were compared with the results of posttest in order to analyze the difference of students' writing achievement through the implementation of think-talk-write technique. The results revealed that students' writing achievement improved from 54.83 to 64.95 after being taught through think-talk-write technique. Table below provides students' mean score of pretest and posttest.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	54.8322	34	6.71099	1.15093
	posttest	64.9549	34	7.24686	1.24283

From the table 1, it can be noted that the students' mean score of pretest and posttest was improved about 10 point after series of treatment of teaching writing through think-talk-write technique was implemented. To be more concrete, the highest score of pretest was 70 and the highest score of posttest was improved to 77, in which the highest score gain was 7. The lowest score of pretest was 44 and the lowest score of posttest was 52, in which the lowest score gain was 8.

Table 2. The Increase of Students Achievement of Each Aspect of Writing

No	Aspects of Writing	Mean Score of Pre-test	Mean Score of Post-test	Increase	Percentage
1	Content	11.38	13.80	2.42	23.90%
2	Organization	10.85	12.75	1.90	18.76%
3	Vocabulary	10.44	12.44	2.00	19.74%
4	Grammar	11.04	13.30	2.26	22.30%
5	Mechanic	11.11	12.66	1.55	15.30%
	Total	54.83	64.95	10.12	100%

In line with the table 2, think-talk-write technique can improve students' writing achievement in all aspects of writing. The highest improvement was content with the increase amounting to 2.42 points. Then, grammar improved amounting to 2.26 points, vocabulary improved amounting to 2.00 points, organization improved amounting to 1.90 points, and the lowest improvement was mechanic with the increase up to 1.55 points. From the description above, it can be inferred that the technique applied in this research, think-talk-write technique, is effective to improve the students writing achievement, spesifically writing descriptive text. Besides, the aspect improves the most significant is content, then followed by

grammar, vocabulary, organization, and mechanic.

Discussion of the Research

From the data analysis, it can be said that after being taught by *Think-Talk-Write* technique, the students could improve their ability of writing and aspects of writing significantly regarding to the results of posttest. The major improvement can be noted significantly on content aspect. This was reasonable because during the treatments the students were able to elaborate their ideas. Every treatment involved *think-talk-write* activities in which the students were guided to think and discuss before they were expected to write. Evidently, *think* and *talk* activities ease the students to write a piece of writing. In contrast, the minor improvement happened in aspect of mechanic. In this case, students made little improvement among other aspects; in other words, the students were still not appropriately able to control the mechanic aspect.

The results of this research were supported by several previous studies about the implementation of *Think-Talk-Write* technique in teaching writing. One of them was a study conducted by Dhamayanti (2013), the sample of her research was the Eighth grade Students of SMP N 1 Petungkriyono Pekalongan. The result showed that *Think-Talk-Write* technique can improve students' writing ability in recount text, especially in terms of organization aspect.

Furthermore, Huinker and Laughlin (1996:4) also pointed out that *Think-Talk-Write* technique can build in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. To put it another way, those three activities truly lead the students to generate and elaborate their ideas. Additionally, giving feedback in a discussion session also ease the students to write a product of writing; spesifically in this research, writing descriptive text.

CONCLUSIONS AND SUGGESTIONS

This section has two major points as follows:

Conclusion

In line with the results of the data analysis and discussion, the writer comes to these following conclusions:

1. *Think-Talk-Write* technique can significantly improve students' writing achievement in all aspects of writing. It is because the students were capable to get involved actively in the process of writing covering each aspect of writing. Thus, by applying *Think-Talk-Write* technique the students have more chance to think; talk; afterward, produce a piece of writing. This can be seen from the result of the research that there is an improvement on students'

writing achievement, since the average score in pre-test was 54.83 and the average score in post-test was 64.95.

2. *Think-Talk-Write* technique is effective to develop students' descriptive writing ability in each aspect of writing with the highest improvement in content aspect, then followed by grammar, vocabulary, organization, and mechanic aspect.

Suggestions

In reference with the conclusion above, some points of recommendation are put forward as follows:

Suggestions for English Teachers are cited like the following;
1. When it comes to *talk* activity, it is suggested for the teacher to fully monitor the class during the discussing session in order to make the topic of group discussion still in line with the material.
2. In talk activity, it is also suggested for the teachers to limit the time, so the students have more time in writing session.
3. As can be viewed that mechanic aspect ranged the lowest achievement in this study, it is then requires effective strategies by teachers to improve this aspects. For example, the teachers can correct and discuss more deeply during the teaching process.

Suggestions for Further Researchers should be presented as follows;
1. In this research, the researcher only focused on the increase of students' writing achivement in descriptive text. The researcher suggests other researchers to find out the effect of *Think-Talk-Write* technique in other kind of text, such as procedure, report, or hortatory exposition text.
2. This research was conducted by using *Think-Talk-Write* technique in senior high school. Thus, the further researcher can conduct this technique for different levels of students; i.e. for university level.

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