

The Improvement Of Student Achievement In Writing Skill By Applying Think Talk Write Strategy At MTs Nurul Qur'an

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Abstract: Mastering writing skill is difficult for new learner of English. This paper focuses on analyzing the use of TTW (think talk write) strategy in enhancing students' achievement in writing a greeting dialogue. The research was conducted in MTs Nurul Al-Qur'an Jombang. It involved first grade students that consist of 40 students. Action research design was used in conducting this research. The results showed that the use of TTW strategy in teaching writing skill can enhance students achievement in writing skill. The final score of students showed that they got a higher score in writing after applying this theory. Furthermore, based on the questionnaires results show that by using this theory in teaching writing students can enjoy and understand the material well. Junior High School students find it difficult to master the ability to write English. This paper focuses on analyzing the use of TTW strategy in improving students ability to write a dialogue about greeting. This study was conducted at MTs Nurul Al-Qur'an Jombang and involved 40 first graders. Class action research is the design used in this research. The results of this research indicate that the use of TTW strategy in teaching menus can improve students' ability to write. Furthermore, based on the results of the questionnaire showed that the use of this theory in learning to write can help students to enjoy the learning process and understand the material well.

Keyword : TTW, think talk write, Research design, writing

INTRODUCTION

Writing is one of skill in english that must be mastered by all students who want to be expert in english. Writing is the way of people to share their mind and feeling in written form (Hernowo, 2011:117). Writing is an artificial activity where speech is not used. While every normal human being on this world learns, eventually, to talk and listen, far fewer people become literate, able to read and or write, Ningsih (2012:16). Writing is learned, while speaking is acquired as part of growing up. And while most people who have been to school can write to some degree, it is the minority who write a lot or frequently. Although writing has a quite simple definition, it is about sharing mind and feeling in written form but the fact is quite different. It is not as simple as we think. Now we understand the uniqueness of writing as a skill with its own features and conventions. We also fully understand the difficulty of learning to write well in any language, even in our own language.

In learning English, the students sometimes find difficulties in improving their writting skills, there are many problems that can cause it, such as they are lazy to write, because they are less interested in writing or sometimes they are bored with the English which taught in their school, when student are engaged with a task or topic they are unlikely to behave disruptively, but if they lose engagement they may misbehave (Harmer, 2001:127), lack of motivation is also one of the problems that make it difficult for students to develop

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their writing skills. It required an innovation that can enhance student interest and motivation to write and develop their writing skills. Actually the problem is not always comes from the students themselves, it can be caused by the way the teacher teach, a wrong strategy can cause the students hard to understand the materials the teacher gives, so choosing an appropriate strategy is very important.

In writing, there are some types of writing performance. Those are imitative, intensive, responsive and extensive. Writing a greeting dialogue included in intensive type, in this type of writing is controlled, sometimes it is called as controlled writing. In this level, students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose (brown, 2004: 225). Greeting is an act of communication in which human beings (as well as other animals) *intentionally* make their presence known to each other, to show attention to, and to suggest a type of relationship or social status between individuals or groups of people coming in contact with each other. While greeting customs are highly culture- and situation-specific and may change within a culture depending on social status and relationship, they exist in all known human cultures. Greetings can be expressed both audibly and physically, and often involve a combination of the two. Actually there are many expression of greeting, but in this research the greeting that is used is oral greeting that is commonly used by English's native speaker.

Giving greeting is easy to practice but when we try to write it down it is quite hard to do because in english what we pronounce and write down is different. Some students also face this difficulty. The use of good strategy by the teachers can help student to solve this problem. Then, the applying Think talk write strategy would help students in writing a greeting dialog. Think talk write (TTW) is a strategy that facilitates the exercise of language that is used both oral and written fluently. Think talk strategy ask students to think, talk and write based on the particular topic. This research was conducted in MTS Nurul al Qur'an. The object of the research is the first level students that consist of 40 students.

THEORITICAL REVIEW

Think talk write strategy

Teachers have always expected to use a suitable strategy for students to prove a model of behavior specially for the students' writing skill in teaching writing. One of learning strategy that is expected to prove effectively in teaching English writing is Think-Talk-Write (TTW). Teaching writing used Think-Talk-Write strategy can fulfill that requirement such as; listening, reading, and speaking. Think-Talk-Write (TTW) strategy is introduced by Huinker

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& Laughlin (1996 :82) which is basically built through thinking, talking, and writing. Think-Talk-Write strategy in teaching writing based on cooperative learning approach, which provides the opportunities for learners to make their own choices. TTW strategy also can improve student's creativity and enhance the activity of leaning become more attractive. Cooperative learning is involving acting or working together with another or others for common purpose.

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The flow advances of Think-Talk-Write strategy starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with his friend, then the last they write what they have thought and talked. This atmosphere is more effective if it is done in a heterogeneous group consisting of 3-5 students. In this group, students are asked to think firstly by topic given, then to make a little note, to explain, to listen, to share with friends, and to express ideas through writing. The last activity the ideas can be spoken individually. McCandlish (2012 : 7) states Think Talk Write is a strategy that can be used to bridge students into recording their thoughts, through writing or through drawing if this is more appropriate

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According to Huinker and Laughlin in Zulkarnaini (2011:156), "The think-talk-write strategy builds 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 progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing".

Preparing think talk write strategy

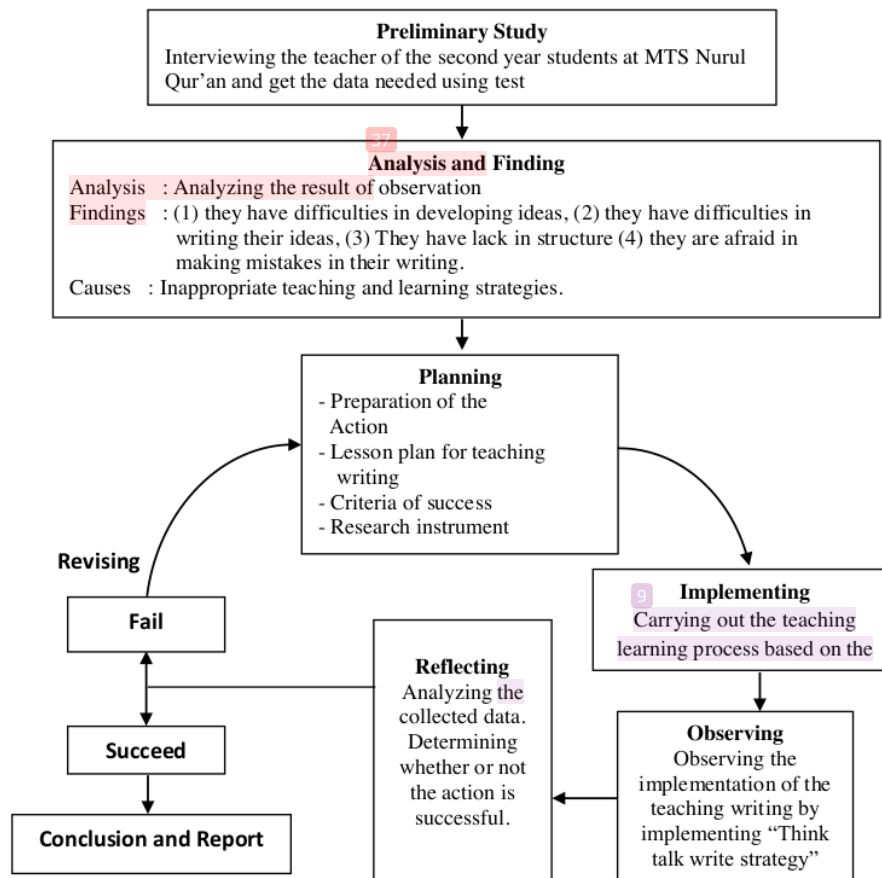
In preparing TTW strategy, teacher has to pass 2 activities. First, determining the strategy then researcher prepared the material about greeting that will be given to the student, the researcher must choose an appropriate material that is not too hard for the student to understand it. This text will build the student's thought in the "thinking" activity. Second activity is determining the material, researcher determined the task for talking and writing activity, researcher has to make a task that not too hard and prepare a clear instruction, because without clear instruction the student may do a wrong task.

9 RESEARCH DESIGN

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This research design of this study is action research. The action research follows the cyclical process proposed by Kemmis and McTaggart (2000:595) cited in Koshy (2005: 4), which comprises four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting. This research is applied for students in the second

level of MTS Nurul Qur'an jombang. There are 40 students that are joined in this research. A greeting dialogue is the material that was used because it based on the curriculum of senior high school students. Based on the observation, the characteristic of first grade students of MTS Nurul Qur'an is, they have lack ability in writing skill, only few students who have ordinary skill in writing. This class is needed appropriate technique to improve their ability in writing, this characteristic of the students were got from the preliminary study data.

The procedure of this research based on kemmis and Mc taggart consist of preliminary study, analysis and finding, planning, implementing, observing, and reflecting. Furthermore understanding, take a look to the diagram below



The criteria of success of this research was made to know how the applying TTW method in writing dialogue is success in improving students writing skill. These are two criteria of succeed of this research: (1)the students are able to write greeting dialogue which the average score that must be at least more than 70, (2) More than 70% of students participate actively and enjoy the process of learning. Then the analytical score can provides feedback to students on specific aspects of their writing and it gives teachers diagnostic information for planning instruction. Second, the students are able to make a good improvement in the teaching and learning process. Then he analytical score that was used in assessing writing is adapted from Blaz (2001: 64) it would show in the table below.

Table 1.
Analytical score

Score	Detail
100	Well written, good grammar, Understandable use of language
75	Language used accurately but no variety of usage
50	Made several major errors in language, but essentially still understandable
25	Made an effort but really didn't understand the assignment and/or many errors make it hard to understand

The instruments that were used in conducting this research are interview, questionnaire, and test. The data obtained from the results of the writing final product, which were in the form of scores, were classified as quantitative data. The data were taken from some sources such as (1) the result of interview with the teacher of the class and the students, (2) The result of observation notes about the students' participation during the implementation of the strategy, (3) the result of questionnaire to find the students' response toward the implementation of the strategy, and (4) the students' final compositions.

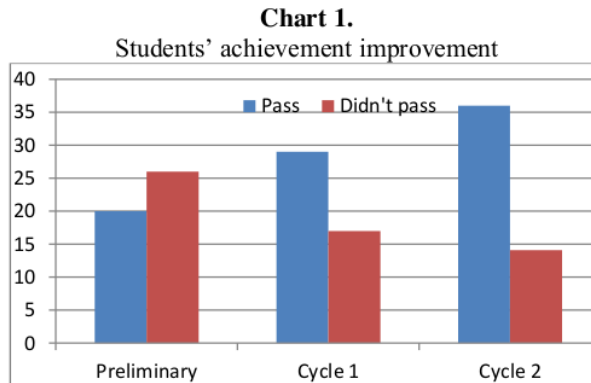
FINDING AND DISCUSSION

To resume the result of the research, it can be viewed in the table 2 , this table shows the result of teaching learning process both in the first cycle and the second cycle.

Table 2.
Students' achievements in the application of think talk write strategy

	Preliminary study	Cycle 1	Cycle 2
Pass	20 (43.5%)	29 (63%)	36(78.2%)
Didn't pass	26 (56.5%)	17 (37%)	10 (21.7%)
Average score	61.4	66.3	71.2

By applying “Think Talk Write” strategy to improve students’ achievement in writing dialogue text, TTW strategy could improve the students’ achievement through two cycles. In the first cycle there were still problems in improving students’ achievement, so after the first cycle, researcher revised some parts of the lesson plan in order to make the quality of teaching improved. And it worked, in the second cycle’s result, we can know that all of the criteria of success was completed, so we can say that the research was succeed. The improvement of the students’ achievement can be seen from the chart 1. below:



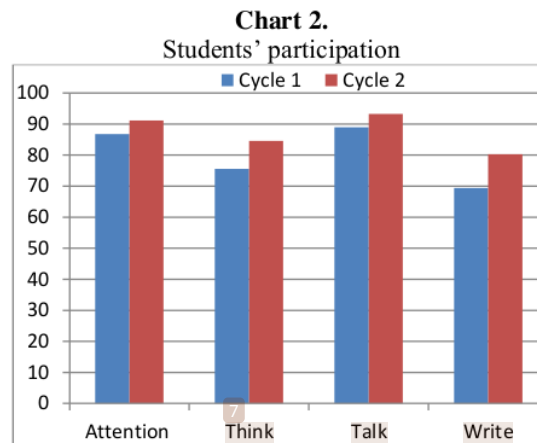
From the result of the preliminary study we could get that 20 students (43.5%) could pass the minimum criteria of success, it means that their writing score was above 70, and the rest of students couldn't. The average score of their writing product was 61.4 whereas the minimum criteria of success was 70.

In the first cycle there were 29 students (63%) who could pass the minimum criteria of success, they got writing score above 70, it increased than the preliminary study, the average score was also increasing, students got average score 66.34 for their final products whereas the minimum criteria of success was 70. but it was still did not pass the minimum criteria of success of the research. Then the researcher continued the researcher to the second cycle.

In the second cycle there were 36 students (78.2%) who could pass the minimum criteria of success and got writing score more than 70, it increased from the first cycle. The students' average score also increased than the previous cycle. Students got average score 71.2 for their final products when the minimum criteria of success was 70. it was higher than the average score from the first cycle. From this result, researcher concluded that the cycle succeed because there were more than 70% of students could pass the minimum criteria score.

The students participated more actively from the first cycle to the second cycle, it can be analyzed from the data the researcher got from both cycle. The criteria of success was

when 70% of the students were actively participated in the teaching and learning process. It clearly showed in the chart 2 below:



In the first cycle there were 40 students (86.8%) who gave a good attention in the teaching learning process and in the second cycle the attention of the students increased to 42 students (91.14%) who gave good attention to the teacher. Then in the think phase there were 35 students (75.59%) who were active in creating idea and in the second cycle the amount increased to 39 students (84.63%). In talking phase there were 41 students (88.97%) who were actively discussed their ideas and in the second cycle it increased to 43 students (93.31%) who were active in this phase. And in the writing phase there were 32 students (69.44%) who actively revised their work and in the second cycle it increased to 37 students (80.29%).

Questioners were given in the final activity in each cycle. It consists of 5 questions. The topic related to the TTW strategy that was given to the students. The objective of conducting questioner is to know the student's interest or respond to the TTW strategy that was applied in their writing class. The result of the questioners show all point that consist of student understanding, students' feeling, students' enjoyment, the quality of discussion and the contribution of discussion increase. Briefly we can say that TTW strategy is success in increasing student writing skill in greeting dialogue material. The table below can show the result of distributing questionnaires in the first and second cycle:

Table 3.
students' questionnaires result

No	Questions		Cycle 1		Cycle 2	
			Students	%	Students	%
1	Student's understanding about teacher material	Really understand	9	19,53	32	69,44
		Understand	27	58,59	11	23,87
		Quite understand	6	13,20	3	6,51
		Hard to understand	4	8,68	0	0,00
2	The students' feeling in creating idea for their writing	Easy	5	10,58	15	32,55
		Quite easy	13	28,21	21	45,57
		Quite hard	19	41,23	7	15,19
		Hard	9	19,53	3	6,51
3	The contribution of the group in giving suggestion and correction	Many contribution	19	41,23	19	41,23
		Some contribution	11	21,70	17	36,96
		Few contribution	10	23,87	7	15,22
		Less contribution	6	13,02	3	6,52
4	The discussion can help their idea better	Really help	19	41,23	35	75,95
		Quite help	10	23,87	11	23,87
		Less help	11	21,70	0	0,00
		It did not help	6	13,02	0	0,00
5	Their enjoyment to the discussion	Enjoy	7	15,21	18	39,06
		Quite enjoy	18	39,11	16	34,76
		Less enjoy	15	17,17	6	13,02
		They did not enjoy	6	13,03	0	0,00

DISCUSSION

The focus of this discussion is the using of "Think Talk Write" strategy in the theoretical perspective in improving students' achievement in writing. Based on the research's finding, it was proved that "Think Talk Write" strategy was an appropriate strategy to teach greeting dialogue and also gave useful contribution in increasing students' achievement in writing. In "Think Talk Write" strategy there are three main phase, those are thinking, talking, and writing phase (Zulkarnain, 2011), just like the name of strategy. So teacher must follow the phase of this strategy.

Before the teacher did the first phase, teacher must make sure that the students mastered the material. In this research the material was greeting. Then after all the students understood the material, teacher could continue to start the first phase called thinking phase. In this phase teacher asked students to read the material and then thought about a new idea of that material then write it in a small note to discuss in the next phase. In this phase students were trained to think critically.

The second phase was talking phase. At this stage the students reflected, arranged, as well as tested (negotiation, sharing) ideas in group discussions. Progress communication

students would look at the dialogue in discussions both in exchanging ideas with others or their own reflection it reveals to others. In this phase teacher asked students to make group consist of 3-5 students (Zulkarnain, 2011), then teacher asked them to discuss about their ideas they have made, in this phase students were testing their ideas and also consider the others ideas, it was like what Santa et al asserted (cited in Gutherie). This was the most important phase from the two other phases because in this phase students get improvement for their idea. The third phase was writing phase, in this phase students wrote their final writing, it was the final idea that they have made and improved in the speaking phase.

The finding shown that the students' achievements in writing increased significantly. It can be checked from the last product which evaluated using scoring rubric adapted from Blaz (2001: 64). In the preliminary study the students who could pass the minimum score just 20 students (43.5%) and the average score of the students were 61.4. In the first cycle the students who could pass the minimum score was 29 students (63%) it increased than the preliminary result, students' average score also increased to 66.34 whereas the minimum criteria of success was 70. And then in the second cycle, there were 36 students (78.2%) could pass the minimum score, and then students' average score also increased to 71.2, it was higher than the minimum criteria of success. Because the students who could pass the minimum score increased over 70%, it concluded that the research succeed because the criteria of success of the research was when 70% of students could pass the minimum score.

Same with the score result, the participation of the students also increased when the researcher applied "Think Talk Write" strategy. It increased from the first cycle to the second. In the first cycle the students actually gave good attention even not all of them gave good attention. Just some of the students talked in the class when the researcher taught in the front of class, actually the participation of this cycle was quite good, almost all of the participation percentage was above 70%, just the writing phase which was below 70%. In the second cycle, the students' participation increased more than the first cycle. It happened because researcher revised the teaching plan and included some new things to improve students' interest.

CONCLUSION

Based on the research finding and data analysis, researcher concludes that the implementation of Think Talk Write strategy in teaching writing could improve the students thinking of writing. Each phase of the strategy really helped students' writing process. In the first cycle, "Think", students had to think about idea and create idea, this phase made students think critically. And the second phase "Talk" is the phase where students discuss with their

group about ideas they had made, in this phase improved the quality of their ideas so it became better and better. And the last phase is "Write", in this phase students wrote their improved idea. So, it can be concluded that Think Talk Write strategy could improve students thinking of writing.

Think Talk Write strategy could improve the students' achievement in writing, it can be seen from the result of the research. The finding shown that the students' achievements in writing increased significantly. In the preliminary study the students who could pass the minimum score just 20 students (43.5%) and the average score of the students were 61.4 In the first cycle the students who could pass the minimum score was 29 students (63%) it increased than the preliminary result, students' average score also increased to 66.34 whereas the minimum criteria of success was 70. And then in the second cycle, there were 36 students (78.2%) could pass the minimum score, and then students' average score also increased to 71.2, it was higher than the minimum criteria of success.

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