

# **The influence of Think-Talk-Write toward students' descriptive writing achievement at the tenth graders**

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## **ABSTRACT**

The objectives of this research were to investigate whether there is positive influence after the implementation of TTW toward students' descriptive writing achievement and to describe how is students' response after they are taught by TTW. This research was a quantitative research. The sample of this research was the tenth graders of senior high school students. The writing test which consists of pre-test and post-test was used as the research instrument. The data were analyzed by using Paired Sample T-Test to answer the first question and descriptive quantitative was used to answer the second question. The result showed that there was statistically an improvement of students' descriptive writing achievement of which the result was significant to  $0.000 < 0.05$ . Moreover, the students gave positive response toward the implementation of TTW. It was proved by the result of the analysis of the questionnaire of where the students mostly chose agree and strongly agree. This research suggests that teaching writing descriptive text by using TTW can give positive influence toward students' descriptive writing achievement.

**Keyword:** *Think-Talk-Write (TTW), writing, descriptive text.*

## **I. INTRODUCTION**

Writing plays an important role in the area of language learning since it brings a lot of advantages because ideas and concepts can be delivered in a written form. Writing helps people to develop thinking skill, foster communication, and give a person a chance to reflect on ideas and re-evaluate them (Klimova: 2012).

According to Huinker and Laughlin (1996), among the four skills taught in school, writing is considered as a complicated skill because it involves a complex activity requiring specialized skills which includes the ability of writers to express ideas and thoughts clearly. Weigle (2002) stated that writing is a complicated process through which ideas are created and expressed. By an activity of writing, students can learn how to gather information, ideas, and thoughts into a unit of written works that is available for everyone.

Jacob et al. (1981) stated that there are five aspects of writing: they are content, organization, vocabulary, language use, and mechanic. In an activity of writing, students should gather information, ideas, and judgement correspond to the purpose of the writing. To fulfill those aspects, teacher needs to find a good approach to teach writing and what material will be suitable to be implemented in the class effectively.

Many of students still find many difficulties in constructing ideas because they have limitation to think about what they should had written, especially when it comes to use English as the main language. This can be indicated from the result of their writing works which consists of many unstructured grammar, missing vocabulary, organization, mechanic, and the ability of students to express their ideas.

An effective teaching technique was found to overcome the problem described above, it is called Think-Talk-Write (TTW) which was firstly introduced by Huinker & Laughlin (1996). According to Huda (2013), TTW convinced as a strategy that trains students to practice language used fluently. TTW consists of three phases: Think refers to the practice of learning the material, Talk refers to the activity for students to discuss, and Write refers to the activity of students to collect the information into a written form.

This research also aimed to find out students' response toward the implementation of TTW in teaching descriptive text. A study was carried out by Way et. al. (2007), there are several aspects used in finding out students' response, they are students' interest, intelligence, personality, achievement, and characteristic. This research was focusing on finding out students' response in the aspect of students' interest, characteristic, and achievement. According to Centra & Gaubatz (2000), responses are seen to have relation with students' achievement. In relation to the theory, students' response are needed to find out how good students' achievement is based on students' point of view.

It was found by Suminar & Putri (2015), there was a significant improvement of students' writing skill using TTW. It was proved by comparing the result of post-test which was higher than pre-test. Supriyono (2011) also conducted a research in the process of mathematical learning and claimed that TTW could be said credible, practical, and efficient. It could be said that TTW is not only able to be taught for English learning but also other subjects.

Based on the theories explained above, the researcher decides to apply TTW technique to improve students' descriptive writing achievement. There were also a formulation of this research were to find out whether TTW can give positive influence and to find out students' response toward the implementation of TTW in teaching writing descriptive text.

## **I. METHODS**

This study was a quantitative study which used a one-group pre-test and post-test design. This research was conducted at the tenth-grade students of SMA YP Unila Bandar Lampung. The sample of this research was chosen through random sampling and X Science 1 consisting of 34 students was chosen by using lottery. The instrument of this research were was writing tests which was used to answer the first question and questionnaire which was used to answer the second question. There were five meetings to apply the treatment to the students. In the first meeting, the students were given the pre-test to see students' ability in writing descriptive text and to find the problem in writing. In the second meeting, the students were focusing on describing person, the third meeting was focusing on describing thing, and the fourth meeting was focusing on describing place, and in the last meeting, the students were given a post-test to find out students' improvement after being taught by using TTW technique.

The data from pre-test and post-test were scored by using scoring criteria of writing which was adapted from Jacobs et al (1981), there are content, grammar, organization, vocabulary, and mechanic. Inter-rater was used to score students' writing test, the first rater was the researcher and the second rater was the English teacher. Additionally, the data from the questionnaire were collected by tabulating the score of the answer.

In terms of data analysis, the result of pre-test and post-test were analyzed by using Paired Sample T-Test to prove the hypothesis which should be accepted and rejected. The result of reliability of pre-test was 0.72 and the post-test was 0.70. Moreover, the result of questionnaire scoring tabulation was analyzed by interpreting the result by using descriptive quantitative. The reliability of questionnaire was calculated statistically by using Cronbach Alpha's which showed 0.866 that could be classified as a very high reliability.

## II. RESULTS AND DISCUSSIONS

### Results

After conducting the research, the researcher elaborated the result of pre-test and post-test as follows:

**Table 1. The Mean Score of Students' Writing Test**

Pre-test	Post-test	Increase
64.82	69.43	4.61

As can be seen in Table 1, the mean score of pre-test was 64.82 and post-test was 69.43. From the result above, it can be concluded that there is an improvement of students' descriptive writing achievement which significant to 4.61.

Moreover, it also can be seen that teaching writing descriptive text by using TTW technique can give positive influence students' descriptive writing achievement. The increase of each aspects of writing is gathered in the following table:

**Table 2. The Increase of Students' Pre-test and Post-test Score**

No.	Aspects of Writing	Mean Score of Pre-test	Mean Score of Post-test	Increase
1	Content	18.16	19.71	1.55
2	Grammar	15.26	16.37	1.11
3	Organization	13.99	14.66	0.67
4	Vocabulary	14.44	15.18	0.74
5	Mechanic	2.97	3.51	0.54
	Total	64.82	69.43	4.61

From Table 2 above, it can be said that there is an increase in every aspects of writing including content, grammar, organization, vocabulary, and mechanic. Content received the highest increase which significant to (1.55), grammar (1.11), organization (0.67), vocabulary (0.54), and mechanic (0.54).

After calculating the increase of writing tests, the researcher tested the normality to see whether the data were distributed normally or not. The result is presented as follows:

**Table 3. The Result of Normality Testing**

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.081	34	.200*	.976	34	.638
Posttest	.110	34	.200*	.960	34	.242

It can be seen in Table 3, the pre-test value was significant to 0.638 and the post-test value was significant to 0.242 with the level of significance of normality test was 0.05. By comparing the result of pre-test and post-test compared to the level significance, both pre-test and post-test value were higher than 0.05 which can be said normal.

The researcher administered hypothesis to find out whether the hypothesis of this research was accepted or rejected. Furthermore, the researcher also compared the result of t-value and the t-table to determine whether the alternative hypothesis should be accepted or rejected. The result of hypothesis testing which used Paired Sample T-Test is elaborated as follows:

**Table 4. The Result of Paired Sample T-Test**

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Posttest-Pretest	4.647	3.293	.565	3.498	5.796	8.230	33	.000	

The null hypothesis is rejected if the level of significance is lower than 0.05 and the t-value was higher than the t-table. As can be seen in Table 4, it could be found that sig 2-tailed value was

0.000 which was lower than 0.05 and t-value 8.230 was higher than t-table 2.034. It can be concluded that the null hypothesis was rejected and the research hypothesis was accepted.

The result of the students' response was administered in the very end of the meeting. The questionnaire consisted 20 items and scored in Likert-Scale. The result of the students' response is presented in the following:

**Table 5. The Result of Students' Response**

No.	Questionnaire Statements	Distribution Score			
		1 (Strongly Disagree)	2 (Disagree)	3 (Agree)	4 (Strongly Agree)
	Total Score	0	72	335	271

Based on Table 5, the result showed that students gave positive response toward teaching and learning activity. It could be seen from the total score of where the students mostly agree with the implementation of TTW technique which significant to 271, agree (335), disagree (72), and strongly disagree (0).

Briefly, it can be said that TTW can give positive influence and positive response toward students' descriptive writing achievement for the tenth graders.

## Discussions

### The Influence of Students' Descriptive Writing Using TTW

The treatment for this research was divided into three meetings which focusing on specific thing. The first treatment was focusing on describing person, the second treatment was focusing on describing place, and the last treatment was focusing on describing thing.

The result of this research showed that there is an improvement of students' writing achievement specifically in writing descriptive text after being taught by using TTW technique. From the result presented previously, it can be seen the post-test mean was higher than the pre-test mean. This can be seen by comparing the mean score of post-test 69.4 and the pre-test was 64.8 which mean the result of comparing both tests was 4.6. In brief, this can be concluded that TTW can give positive influence toward students' descriptive writing achievement.

However, content aspects reached the highest score which was 1.55. This can be indicated that students were able to compose ideas and get supporting ideas. It was in line with Suminar & Putri (2015) of where the result of their study showed that TTW can stimulate students' thinking skill because TTW aimed to build thinking skill. Mechanic content reached the lowest score which was 0.54. It was caused by the absence of explanation about countable noun and the use of article a, an, the, from the researcher during the teaching and learning process.

Additionally, according to Takania (2014), the activity of thinking, talking, and writing are unified into one form of language teaching and learning process. TTW can provide opportunities for students to be actively participate during the teaching and learning process.

### **Students' Response**

The aims of collecting the data of students' response was to understand students' self-opinion related to the teaching and learning process. During the treatments, the researcher found that the students had a high interest in learning descriptive text. It could be seen from when the researcher gave the material and the topic, the students were very responsive. The students were able to response the researcher's command.

Response could be said positive if most of the respondents mostly choose agree (Sumbawati, 2019). The result of the students' response showed that there is a positive response toward the implementation of TTW in teaching writing descriptive text. It can be seen from calculating the Likert-Scale score of the questionnaire which the result of agree option was higher than disagree option.

From the result of students' response, it can be said that TTW can give positive influence toward students' descriptive writing achievement. As stated in Baron (2015), if educators or parents want to develop better generation in learning, they should consider better teaching technique. In this case, TTW technique is considered effective and efficient to be applied in the class.

## **IV. CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

In line with the discussion and research findings presented in the previous chapter, it can be concluded that TTW technique can influence students' descriptive writing achievement. It can be seen by comparing the mean of pre-test and post-test which there was an improvement that is 4.61. It is also supported by the result of Paired Sample T-Test of where the p-value is lower than the alpha, which is  $0.000 < 0.05$ . It means that  $H_1$  is accepted. Moreover, the data of students' response was collected by using questionnaire. The result of the questionnaire showed that students gave positive response toward the implementation of TTW technique. It could be seen from by tabulating the score of Likert-Scale using distribution score of where the students mostly agree to the use of TTW in teaching and learning descriptive text.

### **Suggestions**

After the research has been conducted, some points of recommendation are recommended as follows. Some suggestions to English teacher and further researcher are proposed. Firstly, English teacher who usually use ordinary teaching technique are suggested to use TTW because it involves cognitive, affective, and psychomotor factor. Second, TTW can be applied not only for teaching descriptive text but also other English text. Third, the teacher should make sure that all students have to be actively participated in the learning process. The researcher suggests other researcher to make a various learning strategy to prevent students' boredom during teaching and learning process. Other researchers may try to conduct a research in junior high school level or university level. Lastly, this research was focusing on finding out students' response, but other researchers may try to find out the motivation, perception, or attitude of the students.

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