
THE EFFECT OF THINK TALK WRITE STRATEGY TO THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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Abstrak. Penelitian ini dimaksudkan untuk mengetahui pengaruh penggunaan Strategi Menulis Talk Talk pada Teks Deskriptif Siswa. Penelitian ini adalah penelitian kuantitatif. Penelitian ini dilakukan dengan menerapkan desain Quasi-Eksperimental. Peneliti mengambil 60 siswa yang digunakan sebagai populasi dan 60 siswa dipilih sebagai sampel penelitian dengan menggunakan cluster sampling. Data diperoleh melalui tes esai. Tulisan siswa dinilai dengan menggunakan Brown's Formula. Untuk menganalisis data, penulis menggunakan IBM SPSS 20.0. Dari analisis data, rata-rata skor menulis pada kelompok eksperimen adalah 81,58, sedangkan rata-rata skor menulis pada kelompok kontrol adalah 64,20. Hasil analisis data menunjukkan skor t-test lebih tinggi dari t-tabel ($5,12 > 1,67$). Dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi pengajaran Think Talk Write terhadap kemampuan siswa dalam menulis teks deskriptif.

Kata kunci: Think Talk Write (TTW), Strategy, Menulis, Deskriptif

Abstract. This research is intended to know the effect of using Think Talk Write Strategy on Students' Writing Descriptive Text. This research is quantitative research. This research was conducted by applying Quasi-Experimental design. The researcher took 60 students were used as the population and 60 students chosen as the sample of the research by using cluster sampling. The data was gained through essay test. The students' writing was scored by using Brown's Formula. To analyze the data, the writer used IBM SPSS 20.0. From data analysis, mean of the writing score in experimental group is 81.58, meanwhile mean of the writing score in control group is 64.20. The result of analyzing the data shows the score of t-test is higher than t-table ($5.12 > 1.67$). It can be concluded that there is a significant effect of using Think Talk Write teaching strategy to the students' ability in writing a descriptive text.

Keywords: Think Talk Write (TTW), Strategy, Writing, Descriptive

INTRODUCTION

Writing is one of important skill that students must have, besides reading, listening and speaking in language learning process. By writing, students can communicate in written form to deliver a message and student will know how to compile between information, ideas, thought and feeling become a unit product that available for everyone. Writing is not simply speech written down on paper. It is often found the difficulties in sharing the ideas in written form. It is more restricted and generally follows a standardized form of grammar, structure, organization and vocabulary. In learning writing descriptive text, the writer found some problems faced by the students.

First, the students were not able to build ideas when they were writing the sentence to develop paragraphs. In this case, they were asked to describe their friends. The lack of ideas when they did

writing. When the students were asked to make a description about their friends, they didn't know how to start writing and what they would write even though they knew the topic which had been given by the teacher. They tend to jump to write the description of the subject without writing the identification. Meanwhile, identification is important in writing descriptive text. When they were writing, their writing was misconception.

Second, the students get grammatical error, mistake of structure or form and vocabulary. Grammatical error could be in the form of spelling, punctuation and tenses used. The last but not least, the students felt bored in writing because there was no interesting strategy or method to attract them in learning writing. The teacher taught them by using old strategy that was Conventional strategy even though they used a good media, for example: Picture. It made them felt bored.

The situation made some of the students did not do writing and just played without listening to the teacher’s explanation.

The problems above would solve if the teacher prepares the easy ways in delivering the materials. There were many strategies or techniques that can be used by teacher to attract the students’ interests in writing. One of them is Think- Talk- Write teaching Strategy. This strategy was originally developed under cooperative learning model which has three basic features, namely: think, talk, and write. Think-Talk-Write teaching Strategy was introduced by Huinker and Laughlin. Hunker and Lughlin (1996: 82) said, “Think- Talk- Write (TTW) is a teaching strategy that gives student the freedom to express their ideas to his/ her friends because it is usually more open to his/ her friends”. Nova Maulidah (2013) in her journal said that “Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action.”

Comparing to other strategies, Think-Talk-Write teaching Strategy seems the most interesting one for the students. Some researchers found that there are many benefitsof Think-Talk-Write teaching Strategy. According to Nova Maulidah (2013), Think-Talk-Write teaching Strategy encourages the students to think, talk, and write based on the particular topic. It is used to develop the writing fluently and exercise the language before write them. According to Huinker and Laughlin (1996), Think-Talk-Write teaching Strategy is built as a thought and a reflection of students’ ideas before they are expected to write.

Based on some issues discussed above, the writer intended to discuss: The effect of Think-Talk-Write Strategy on students’ ability on writing descriptive text. By exposing the answer of this question, it is expected that the students can enjoy learning with others. After that, they can be more creative in composing descriptive text.

Based on the background of the research, the writer formulated the research problems as the following:

1. What is the effect of using Think-Talk- Write strategy to the ability of second

semester students of University of HKBP Nommensen Pematangsiantar in writing a descriptive text?

2. What is the effect without using Think-Talk-Write strategy to the ability of second semester students of University of HKBP Nommensen Pematangsiantar in writing a descriptive text?
3. Is there any significant effect of using Think-Talk-Write strategy to the ability of second semester students of University of HKBP Nommensen Pematangsiantar in writing a descriptive text?

RESEARCH METHODOLOGY

A. Research Design

This research was designed based on quantitative research. According to Ary et al (2010:39), Quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypothesis or question. Thisresearch was conducted by applying Quasi-Experimental design to know the effect of applying Think-Talk-Write teaching strategy in writing descriptive text. In conducting this design, the subjects of the writer were divided into two groups; experimental group and control group. In this design, the subjects were assigned to the experimental group and control group by cluster random sampling.

The treatment was introduced only to the experimental subject after measuring the two groups. The experimental group was treated by using Think Talk Write teaching strategy while the control group was treated without Think Talk Write teaching strategy. The test was given for each group and the average differences score were compared in order to certain whether the experimental treatment produce the greater change than the control group.

Table 1 Research Design

Group	Pre-test	Treatme nt	Pos t- test
<i>Experimen tal Group</i>	X 1	✓	Y1
<i>Control Group</i>	X 1	-	Y1

Note:

- ✓ : Treatment using TTW
- : Treatment without TTW

B. Research Instrument

Instruments were designed to collect the data. The instrument that the writer used in this research was essay test. This test means the students write their own descriptive text based on their knowledge. The writer used writing test in the post-test to both groups with the same item but the experimental group used TTW teaching strategy whereas the control group without TTW teaching strategy.

C. The Procedure of Collecting Data

The procedure of collecting the data in this research was the writer gave pre-test to the control group and experimental group. After that the researcher gave the treatment to both of groups. The writer gave the same topic with different treatment. The experimental group was taught by using Think Talk Write teaching strategy and the control group was taught with conventional teaching strategy. After the treatment had been conducted, the two groups were given the post-test. The function of the test is to know the different mean scores of the control group and experimental group after getting treatment; the control group was taught with conventional teaching strategy and the experimental group is taught by using TTW teaching strategy. The result of both groups was analyzed to find out if the effect of using TTW teaching strategy in writing descriptive text is significant or not.

D. Technique of Data Analysis

The writer used minimum standard score (KKM) of English lesson for second semester students in SMPNegeri 4 in order to score the students' ability in writing descriptive text. That was 72 for students writing ability. It means for those who get score <72, they do not pass the minimum standard score (KKM), while for those who get score 72 or >72, they pass the minimum standard score (KKM). To know the effect or result of the research, t – test formula was used to calculate. To analyze the data, the independent sample t-test was applied by using IBM SPSS 20.0. It is to analyze the possible differences in writing composition between the two groups involved in essay test.

FINDINGS

A. Findings

After enlisting and calculating the data, the mean of Pre-test in control class were also calculated by IBM SPSS 20.0, the calculation of Pre-test, Post-test, minimum, maximum, mean, and standard deviation could be seen below:

Table 2. Descriptive Statistics
of control class
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	25,00	80,00	50,4167	14,18145
POSTTEST	30	32,50	87,50	64,2083	13,53270
Valid N (listwise)	30				

The table above showed the mean of pre-test in control class is 50.41 with standard deviation 14.18. The minimum score was 25 got by only one student. The maximum score was 80 got by one student. The mean of the post-test in control class is 64.20 with standard deviation is 13.53. The minimum score was 32.5 got by only one student. The maximum score was 87.50 got by two students.

1. Independent Sample T-Test

In order to find out whether the using of Think Talk Write Strategy affected to the students' ability in writing descriptive, the data had been calculated by using IBM SPSS 21.0.

Table 3. Group Statistics of
Experimental Class and Control Class
Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
IMPROVEMENT SCORE	Experimental	30	81.5833	12.69644	2.31804
	Control	30	64.2083	13.53270	2.47072

In Group Statistics table, there are data of two groups which have 30 students of each group who are involved in the research. From the table, Mean of experimental group is higher than control group. It means that there is higher improvement in experimental group than control group. The mean of each group showed the improvement that

experimental class was 81.58 is higher than control class was 64.20.

The output of data is divided into the tables. The table is Levene's Test for Equality of Variances, this table is to the homogeneity of variance.

a. Test of Variance Homogeneity

The output of Independent Sample t-test data from SPSS is divided in two tables. The first is **Levene's Test for Equality of Variances**. This table is used to test the homogeneity of variance.

Table 4. Levene's Test for Equality of Variances

		Levene's Test for Equality of Variances	
		F	Sig.
IMPROVEMENT SCORE	Equal variances assumed	.151	.699
	Equal variances not assumed		

In table 4.6, it can be seen that significant value (Sig.) is 0.699. To identify whether the variance of test result is homogeneous or not, F and Sig. Value must be higher than 0.05 (level of significance). The table shows that F value

= 0.151 > 0.05 and Sig. value = 0.5699 > 0.05. Based on the result of F and Sig. Value which are higher than the level of significance (0.05), so it can be interpreted that both samples (experimental and control group) have homogeneous variance.

b. The Result of T-Test

The second output of Independent Sample t-test data from SPSS is **t-test for Equality of Means**. It is to test the difference of means of both groups. There are two important columns, namely t-test and Sig. (2-tailed). Because of two groups have homogeneous variance, so value that is used is t-test and Sig. (2-tailed) in line **Equal variances assumed**.

For value of t-test is compared with t_{table} in level of significance is 0.05 % and degree of freedom (df). Then, the calculation of $t_{table} = df = N - 2$. In this case, 2 is gotten from the number of variables, they are *think talk write strategy* and *writing descriptive text*. Because of total of two groups is 60, so $df = 60 - 2 = 58$. The result of the two tailed (0.05 and 58) can be seen in df column. From table Distribution of t_{table} value, the value of t_{table} for line 0.05 and 58 is 1.671 (It can be seen in appendices)

Table 5. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
			F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference
							Std. Error Difference	
							95% Confidence Interval of the Difference	
							Upper	

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Improve ment Score	Equal varia nces assu med	,15 1	,69 9	5,1 29	58	,000	17,375 00	3,38789	24,15660
	Equal varia nces not assu med			5,1 29	57, 76 6	,000	17,375 00	3,38789	24,15718

To identify there is effect of strategy used in the group, there must be the improvement score of experimental group which is higher than control group. It can be seen from t-test and sig (2-tailed) column in line Equal Variances Assumed. The calculation of t-test should be higher than t-table meanwhile Sig. (2-tailed) value should be lower than level of significance (0.05).

After analyzing data, there are two results of Independent Sample t-test data output. The first, the value of t-test $> t_{table} = 5.129 > 1.671$. The second, Sig. (2-tailed) value $< 0.05 = 0.000 < 0.05$. It can be concluded that there is significant means difference of experimental and control group. So it can be concluded there was a significant effect of using Think-Talk-Write teaching strategy on students' writing descriptive text at second semester students of University of HKBP Nommensen Pematangsiantar.

Based on the data analysis on this thesis, there are several discoveries that are found, these are the followings:

1. The effect of Think-Talk-Write teaching strategy is more significant to the students at second semester students of University of HKBP Nommensen Pematangsiantar in writing descriptive text than the effect of Conventional Method. Think-Talk-Write teaching strategy gave a positive influence to the students by giving time

to the students to think about their own ideas to make a small note and talk with their friends in discussion forum before writing. It was proved from mean of the writing score in experimental group is 81.58 and in that class almost all of students got scores that are higher than the minimum standard score (KKM). Eleven of them got scores higher than 90 and the rest got about 70 to 87. There was only three students who got the score which did not pass the minimum standard score (KKM).

2. It was found that the effect of Conventional teaching strategy was lower than the effect of Think-Talk-Write teaching strategy to the students' achievement in writing descriptive text. Conventional teaching strategy that focused in explanation didn't give a significant change, and the class tended to be inactive and monotonous. It also affected the students' achievement in expressing their ideas when writing. Their ideas were not developing. It was proved from the mean of the writing score in control class is 64.20. After the class taught in conventional method, the highest score had been gotten by the students was 17%, medium score of students in control class got 66%, while the lowest score were about 17%. It means that most of the students are still low to complete

the task that has given by the researcher.

3. It was found that using Think-Talk-Write teaching strategy is a good decision in teaching writing descriptive to support the students in building and organizing ideas. The statement could be showed by describing the analysis of the score from the essay test that had been held in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 5.129 and t-table was 1.671. So, H_0 was accepted and H_a was rejected.

DISCUSSION

This research aimed to find out the effect of using Think-Talk-Write teaching strategy on students' writing descriptive text. In order to get the answer, the data were collected by giving essay test about describing person.

From the data analysis, it is found that mean of experimental group is higher than in control group even though both of them have reached the minimum standard score. Besides it, the t-test also shows that the value of t-test was higher than t-table ($5.129 > 1.671$).

From the mean of both groups above, it can be inferred that Think-Talk-Write teaching strategy is proper to use in teaching-learning process, especially in descriptive material even if the conventional strategy is not forbidden to be used. The inference shows that it is important to choose the best strategy before doing the teaching-learning process so that the material to be taught is delivered well. It is not all materials can be delivered by using only one strategy. But, this strategy is suitable for teaching and learning descriptive text because the students can share their ideas from the small note they have written down and compile between information and thought that they heard before writing. As Hunker and Lughlin (1996: 82) said, "Think-Talk-Write (TTW) is a teaching strategy that gives student the freedom to express their ideas to his/ her friends because it is usually more open to his/ her friends". Not only them, another researcher Nova Maulidah (2013) in her journal said that "Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This

strategy based on the interpretation that learning is a social action." The result from her research showed that TTW strategy is effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy can minimize the students' difficulties in writing and help the teacher in teaching writing, especially writing descriptive text. Wiyaka and Ansori (2013), also said that Think-Talk-Write (TTW) strategy is a good strategy in teaching descriptive text to improve students' writing ability. Because there was a significant difference in writing ability of the after being taught using Think-Talk-Write (TTW) Strategy.

Based on the result, there is a significant effect of students' achievement in writing descriptive which was applied with Think-Talk Write teaching strategy. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

CONCLUSION

After analyzing the data, it can be concluded that the students' achievement in writing descriptive text on experimental group at University of HKBP Nommensen Pematangsiantar is more effective by using Think-Talk-Write teaching strategy. Think-Talk-Write teaching strategy can help the students in University of HKBP Nommensen Pematangsiantar to build their ideas in their thinking, express their ideas to their friends in discussion forum and organize their ideas well before writing. By using this strategy, students can enjoy learning with others and they are more creative in composing descriptive text with well-organized.

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