

Assessing the Influence of Think, Talk, and Write Technique on Writing Skills: A Study of Tenth Grade Students at SMA Negeri 15 Medan

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Abstract

The purpose of this study is to find out whether there is a significant effect of applying Think, Talk, and Write (henceforth, TTW) technique on the tenth-grade students' skill in writing descriptive texts. The sample in this research was 71 students consisting 36 students in the experimental group and 35 students in the control group taken by purposive sampling. The instrument of collecting data is test about descriptive text. The result shows that in pre-test, the mean score of the experimental group is 50.19 and the control group is 48.23, and in post-test, the mean score of the experimental group is 79.27 and the control group is 70. The t-test result shows that there is a significant difference between the post test score of the experimental and the control group because the observed is $8.63 > 1,688$ table at the level of significance 0.05. It means that H_0 is rejected and H_a is accepted. Thus, the application of TTW technique affects the students' writing skills in writing descriptive texts significantly.

Keywords

Writing Skill, Think, Talk, and Write technique, and Descriptive Text

Introduction

Writing can be used from our primary speech and from writing, it can help us to have a good communication even though we have long distance with others. We can express our idea, opinion, and our feeling if we can speak like write a diary in our daily activity, letter to sending with others include application letter or permission letter to give in our company for getting job. Writing can be reinforcement for us to develop our English for studying by writes our opinion by our own words. We can see the importance of writing in daily life and also in our social life, like in education and business aspect, for example when we write letter or application letter. Writing also gives one of benefits. Besides as a means of communication, writing can also create jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text. Writing can also be a hobby to spend our time, but finally in this

modern life, people can get money from doing their writing, for example a journalist, novelist or script writer.

The students feel bored in learning because the strategy of their teacher in teaching is monotonous and there is no variation in teaching. An uncomfortable classroom made the students feel troubled and unwilling to learn so that they could not involve all their physical and mental faculties during the English teaching learning process. Sometimes teaching writing process from the teacher was boring so they chose to play about when the teacher told something to them than saw the teacher. A modern student often felt bored when teacher used the same method to delivering material. Creativity of the students influenced the spirit of the students. Not only using text book for teaching, teacher should have a media for teaching. As the writer knows, the students in that school need something different that presented by the teacher. They need a media and new teaching method or something different but almost creative that supported and helped them in writing. Actually, the teacher could use all kinds of visual aids in teaching process, but they had to pay attention how so important the visual aid for the teaching learning process. In this case, the writer chose Think, Talk, and Write (henceforth TTW) technique which is appropriate to be applied in this teaching and learning process.

Kamilia (2019:1) states that Think Talk Write is a strategy that facilities the exercise of language both oral and written fluently. This strategy encourages the students to think, talk, and write based on the topic given. TTW was used to develop the writing fluently and exercise the language before it is written. TTW technique focused on how the students think clearly about a topic that is given. By thinking, the students could find many ideas about the topic by themselves. All of the ideas that the students have got were discussed in a discussion group. By talking, the students could share their ideas one each other about the topic and compile it into a written form by writing skill.

According to Yamin and Bansu (2008:265), TTW technique is a learning technique that is expected to cultivate the ability of students' understanding and communication. Thus, the students can share their ideas in their writing. By implementing TTW technique, there are many benefits for teacher and students, such as improving students' speaking, self-confidence, ability in sharing their ideas, etc. Based on the explanation, the writer decides to conduct research about TTW technique to be implemented in teaching writing to the tenth-grade students in SMA Negeri 1 Sidamanik. Through the implementation of TTW technique, students were expected to have a better comprehension toward the learning material so that they could produce a meaningful writing through the activity in TTW technique.

In line with the background of the study, the problem of the study was formulated as: Is there any significant effect of applying TTW technique on students' writing skill?

Based on the problem of the study, the objective of the study is to find out whether there is any significant effect of applying TTW technique on the students' writing skill. The findings of the study were theoretically expected to strengthen and support the theories about TTW technique in teaching writing skill and other skills that related to the technique.

Literature Review

Think Talk Write Technique

Think Talk Write (TTW) is a technique that facilitates the practice verbally speaks and writes the language fluently. According to Huinker and Laughlin (1996:82), TTW technique in the 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 talk and share ideas with others and to write. It means that think, talk and write are necessary steps because the steps can explore students to understand writing.

TTW is a technique that facilitating the exercise of language both of oral and written fluently (Maulidah, 2013:46). This technique based on the interpretation that learning is a social action. TTW technique encourages the students to think, talk, and write based on a particular topic. TTW technique is used to develop the writing fluently and exercise the language before writing them.

Writing

Writing is an activity of expressing the idea through write something to be a meaningful sentence. Writing also one of four Basic English skills that more difficult to be mastered. Writing is the productive skill in written form. According to Meyer (2005:2), writing is speaking to others on paper or on computer screen. It means that writing is like speaking but it has form and structure. It can be concluded that people can have a communication and give information to other through writing either on paper or computer screen. Besides that, Sipayung, Sari, and Prayuda (2021:78) state, "Writing is one of communicative act, that is used to share information, thoughts, experience, or ideas between ourselves and other". It means that from writing someone can deliver their ideas, opinions to other in a written form in order to give information.

Hyland (2004:4) states that writing like dancing allows for creativity and unexpected, established patterns often form the basis of any variations. It means that writing is not static but it has many variations in choosing words until the structure of sentence. In writing the creativity is really needed. Besides that, Sari and Pangaribuan (2018:61) state that writing is really necessary in learning English and it is most required in academic field. Because of being necessary in academic situations, students must be able to write their idea in a clear and well-organized manner. Based on the explanation, the writer can conclude that writing skill is an ability to express ideas, creativity in a written form.

Descriptive Text

Many types of text should be learned by students in Senior High School level. One of the texts that should be known by students is descriptive text. Gerot and Wignell (1994:208) state, "Descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, sound, etc". it means that when we want to describe how something looks, smells, feels, acts, sound to someone by a text, we can use descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating mental picture. In short, the descriptive text is emphasized about text to tell something details.

According to Priyana (2008:23), descriptive text is about characteristics that focused on the characteristics features a particular subject, such as a book, an animal, etc. When we try to

describe a book, we can describe it how does it be physical, its form, and other information about it. Besides that, Clouse (2004:26) states, “When you write the subjective description, your goal is to create vivid mental images by using concrete sensory detail which consists of a specific word that appeals to sense (sight, sound, taste, smell, touch)”.

From several definitions above, the writer sums up that descriptive text is a type of text, explain to develop students’ critical thinking based on their knowledge of various details about the object so that the reader can understand what they are writing.

Methodology

Research Design

This research is quasi-experimental research design. According to Cresswell (2004:56), quasi-experimental is a method whose influence is seen in two groups, using treatment in one group where this group is usually called experimental group. Whereas the other group that does not apply the treatment is called control group. Before the writer gave the treatment, both the experimental group and the control group were given a pre-test in order to know the state of the group before doing treatment. After giving treatment, the experimental group and the control group were given a post-test in order to determine the state of the group after doing the treatment. In this research, the experimental group was treated by TTW technique, and the control group was treated by conventional method.

The Source of Data

The research instrument is a set of descriptive text writing tests with topic is describing people. The time was allocated to write the descriptive texts is 30 minutes. This test is essential for this research as an instrument. Students writing scores were known by giving tests where writing tests was used as an instrument. The instrument of this research uses test. The writer will use a descriptive text writing test in order to know whether there is difference before and after using TTW technique in students’ writing scores.

Arikunto (2010:193) states that test is a collection of the question or exercises or other instruments that are used for measuring the skills, intellectual/knowledge, ability or talent that is done by individual or group.

The Technique of Collecting Data

The techniques of collecting data that was used in this research were elaborated as follows, Firstly, the writer gave a pre-test to the students both of the experimental and the control group. Secondly, the writer gave the treatment for the experimental group for four meetings, and no treatment to the control group. Thirdly, the writer gave the post-test for the students both of the experimental group and the control group. After that, the writer scored the students’ descriptive texts which consisted of two paragraphs within twenty sentences. Then, the writer compared the result of the test: pre-test and post-test by using the T-test between the experimental groups and the control group. And calculation of the results with the helped of the SPSS 26 computer program.

The Technique of Analyzing Data

Data was collected through a test process consists of pre-test and post-test. To analyze the data which was achieved from the test, the writer used the formula to compute the students' scores to measure the success of teaching-learning process used the scoring rubric which was adapted from Brown (2007:357) below.

Table 3.1 Writing Scoring Rubric

No	Components of Writing	Scores	Indicators
1	Content (C) 30% - Topic - Detail	4	The topic is clear and complete and the details are relating to the topic.
		3	
		2	The topic is clear and complete but the details are almost relating to the topic.
		1	The topic is clear and complete but the details are not relating to the topic.
2	Organization (O) 20% - Identification - Description	4	The topic is not clear and the details are not relating to the topic.
		3	Identification is complete and descriptions are arranged with proper connectives.
		2	Identification is almost complete and descriptions are arranged with almost proper connectives.
		1	Identification is not complete and descriptions are arranged with few misuses of connectives.
3	Grammar (G) 20% - Use present tense - Agreement	4	Identification is not complete and descriptions are arranged with misuse of connectives.
		3	Very few grammatical or agreement inaccuracies.
		2	Few grammatical or agreement inaccuracies but not effect on meaning.
		1	Numerous grammatical or agreement inaccuracies
4	Vocabulary (V) 15%	4	Frequent grammatical or agreement inaccuracies.
		3	Effective choice of words and words form.
			Few misuses of vocabularies, words form, and not understandable.

		2	Limited range of confusing words and words form.
		1	Very poor knowledge of words, words form, and not understandable.
5	Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.
	15%		
	- Spelling	3	It has occasional errors of spelling, punctuation, and capitalization.
	- Punctuation		
	- Capitalization	2	It has frequent errors of spelling, punctuation, and capitalization.
		1	It is dominated errors of spelling, punctuation, and capitalization.

Findings

Data Analysis

Data analysis was obtained based on the pre-test and post-test. Data is the score of students' writing ability test taken from the pre-test and post-test given to the experimental and control groups. A pre-test was given to the students before the treatments was carried out, and a post-test was given at the end of the treatment. After that, the data was analyzed using t-test.

Discussion

The result of research conducted at SMA Negeri 15 Medan stated that the number students in class X were 222 students. The total sample of this study was 71 samples. The sample was divided into two groups 36 students were experimental group samples and 35 students were control group samples. The purpose of this research was to see whether there is significant effect of applying TTW technique on students' writing ability in descriptive texts between the students who were not taught using TTW technique and that who were taught using TTW technique. The pre-test score of writing descriptive text between the experimental and the control group showed that there were no significant differences in writing between the two groups. It showed that the experimental and the control group departed from the starting point with the low ability in writing. Furthermore, the two group were given the treatment.

The result showed that there was an increase of students' skill in writing descriptive texts in the experimental group after treating using TTW technique. In experimental group, the mean score on the pre-test was 50.19, and the mean score on the post-test was 79.27. This meant that the mean of the pre-test and the post-test in the experimental group was increased by 29,08. Thus, it can be seen that there was a significant increase in the mean score of descriptive writing skill tests between before and after being treated using TTW technique. The effect of TTW technique on the students' writing skill in descriptive texts can be seen from the differences in

the mean score of the students. The students in the control group were not given a treatment. They were taught using conventional method. The mean score on the pre-test was 48.32, and the mean score on the post-test was 70,00. This meant an increase in the mean score of the pre-test and post-test was 21,77. This meant that there was no significant increase in the mean score of descriptive text writing skill in the control group.

The final scores of descriptive writings of the experimental and the control group were calculated using the t-test for free samples. Because the value of $P (sig) = 0.000 < 0,05$. This meant that that H_0 was rejected, thus it can be concluded that the mean score of the post-test in experimental and control group were different. It meant that there were significant differences of post-test between the experimental group students and that of the control group students. Therefore, from the significant differences between the post-test score of the experimental group and the control group students, it can be concluded that there was significant effect of applying TTW technique on the students' skills in writing descriptive texts. The result of this study in the experimental group showed that TTW technique had proven to be beneficial for students in learning to write a descriptive text. The benefits gained by the experimental group students were shown by several improvements, including better quality and accuracy of content, better spelling and writing, the descriptive text was organized well, the accuracy of the sentence and choice of word well, and ideas developed did not out of the topic and the ideas were more meaningful.

From the statement above, it is clear that there are significant differences writing score between the group who did not learn using TTW technique and the group who learnt using TTW technique. The different can be seen from the increase in the mean score between the control group and the experimental group. This is the purpose of this study.

Conclusion

In the previous chapter, the writer had analyzed the data statistically. Based on the statistical analysis, there is a significant effect of applying TTW technique on the students' ability in writing descriptive texts of quasi-experimental research at the tenth-grade students of SMA Negeri 15 Medan in the academic year of 2021/2022. The significant effect can be seen at the result of the study. It showed that there was an increase in writing descriptive texts skill in the experimental group after being taught using TTW technique.

In the experimental group, the mean score on the pre-test was 50.19, and the mean score on the post-test was 79.27. This meant that the mean of the pre-test and the post-test in the experimental group was increased by 29,08. And the students in control group were taught without using TTW technique. They were taught using conventional method. The mean score on the pre-test was 48.32, and the mean score on the post-test was 70,00. This meant an increase in the mean score of the pre-test and post-test was 21,77. This meant that there was no significant increase in the mean score of descriptive text writing skill in the control group. The final scores of descriptive writings of the experimental and the control group were calculated using the t-test for free samples. Because the observed is $8.63 > 1,688$ table at the level of significance 0.05. It means that H_0 is rejected, thus it can be concluded that the mean post-test of the experimental group and the control group are different. This means that there are significance differences in the post-test scores between the experimental group and that of the control group. It is because of there are significant differences in post-test score of the experimental group students and the control group students, it can be concluded that there is a significant effect of applying TTW technique on the writing descriptive texts skill of the students.

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