

**IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT  
USING THINK-TALK-WRITE STRATEGY AT THE FIRST YEAR OF  
SMA IT AL-HIDAYAH PRINGSEWU**

**(A Script)**

**By  
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BANDAR LAMPUNG  
2019**

## **ABSTRACT**

### **IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT USING THINK-TALK-WRITE STRATEGY AT THE FIRST YEAR OF SMA IT AL-HIDAYAH PRINGSEWU**

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The aim of this research was to find out whether students' writing increased after they learnt writing through the use of Think Talk Write strategy and which aspect of writing increased the most after they learnt writing through Think Talk Write strategy. This research is quantitative research and the researcher used one group pretest-posttest design.

The subjects of the researcher were 29 students of X.2 class at SMA IT Al-Hidayah in 2017/2018 academic year. The students were taught about recount text using Think Talk Write strategy. Writing test was used as the instrument. There were two raters to assess the students' writing skills and to collect the data. The writing test is in form of recount texts. The data were analyzed by using t-test with the significant level  $p < 0.05$ . The results of this research that t-value (5.170) was higher than t-table (2.030) and the value of two tail significance was  $0.0000 < 0.05$ . It means that there is statistically significant improvement on students' writing ability in recount text using Think Talk Write strategy. Therefore, the hypothesis of the research was accepted. Besides, all aspects of writing were improved regarding to the results. The aspect improved the most was organization, then followed by language use, content, vocabulary, and mechanic. This suggests that Think Talk Write strategy can facilitate the students to improve their writing skill.

*Keywords: writing, recount text, Think Talk Write strategy*

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FIRST YEAR OF SMA IT AL-HIDAYAH PRINGSEWU**

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Siswati Arningtyas**

**A Script**

**Submitted in a Partial Fulfillment of  
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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
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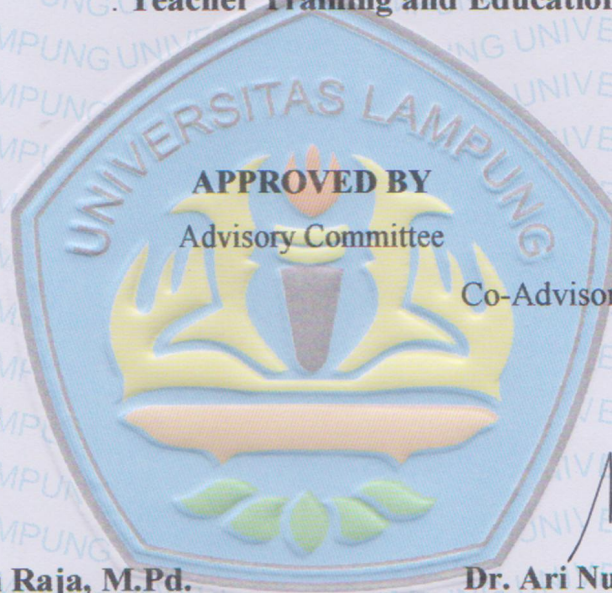
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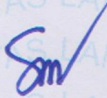
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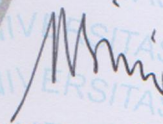


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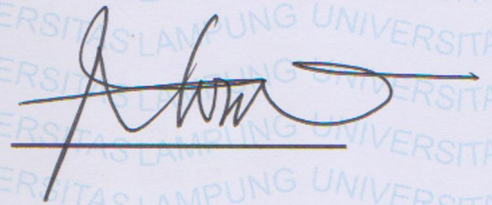
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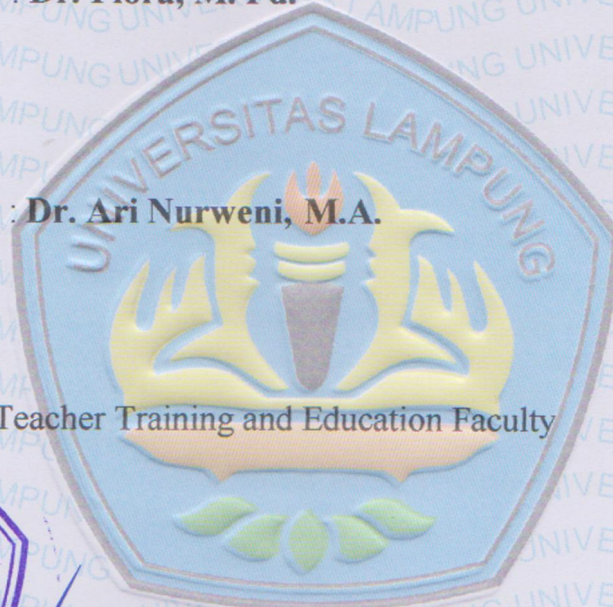
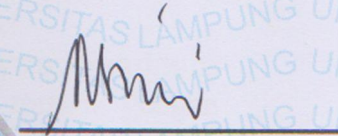
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## **CURRICULUM VITAE**

Siswati Arningtyas was born at Muara Mas, on March 15<sup>th</sup>, 1996. She is the first child out of four children in the family of Siswoto and Minaryati. She has three younger sisters, they are; Diah Pramuditha, Zulfah Aqila, and Earlyta Arsyfa Salsabila.

She started her study at TK Perintis Muara Mas in 2001. Then, she continued her study at SD Negeri 1 Muara Mas in 2002. After she graduated from elementary school in 2008, she continued her study at SMP Karya Utama and graduated in 2011. Then, she continued to senior high school at SMA Negeri 1 Mesuji Timur. In 2014, she passed SBMPTN program at English Education Study Program of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung.

From July to September 2017, she did KKN in Umpu Bhakti, Blambangan Umpu, Way Kanan and she conducted PPL at SMP N 2 Blambangan Umpu. To complete her study, she undertook a research related to students writing ability through Think-Talk-Write strategy at SMA IT Al-Hidayah Pringsewu.

## **DEDICATION**

The writer dedicates this work to:

Her beloved parents  
Siswoto and Minaryati

Her younger sisters  
Diah Pramuditha, Zulfah Aqila, and Earlyta Arsyfa Salsabila

Her friends in English Education Study Program Batch 2014

Her gorgeous friends in HMJPBS, DPM FKIP and PMM

Her Almamater  
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## MOTTO

*“Actions speak louder than words”-Anonymous*

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All praises be to Allah, king of the king, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness the writer can write well. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for herself to finish her script. The title of this script is *Improving Students' Writing Ability in Recount Text Using Think Talk Write Strategy at SMA IT Al-Hidayah Pringsewu*.

Sholawat and sallam may Allah send them to our Prophet Muhammad Shalallahu 'Alaihi Wassalam, (peace be upon him), his families, his companions, and his followers. The best messenger for people all over the world. This world becomes peace because of his hard effort in giving the human being advices.

On this opportunity, the writer would like to express her profound gratitude, more than she can express, to:

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Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further researchers. The writer is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to future work.

Bandar Lampung, December 24<sup>th</sup> 2019

Siswati Arningtyas

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## **I. INTRODUCTION**

This chapter concerns the several points such as background of the problem. It contains reasons for conducting the research about improving students' writing ability in recount text using Think Talk Write strategy, identification of the questions, objectives of the research, uses of the research, scope of the research, and definition of terms. The content of the chapter are provided briefly below.

### **1.1. The Background of Problem**

Writing is one of the basic skills in language learning which must be mastered by the students. Moreover, writing is the most difficult skill to be mastered because before the students master in writing skill, first they have to master listening, speaking, and reading. In writing skill, the students also have to master vocabulary and know how to use grammar in sentences correctly. According to Harmer (2001:79) writing is a form of communication to deliver idea or to express feeling through written form. Furthermore, according to Gebhardt and Rodriguez (1998: 1), writing is one of the most important things that the students do in school. The good skill of writing takes important role to determine the success of writing, whether it is a report, proposal or assignment in school. From those definitions, the researcher can conclude that writing is someone's ability to communicate his or her information, ideas and feeling to someone else in the

written form. Writing is not only an activity of arranging words into form of sentences but also conveying the ideas by organizing them into a good text. Additionally, when people write something they should organize sentence become interesting and coherent.

Through writing, the students can express their idea in written form. There are many ways to express writing and one of them is through text. There are many types of text which be taught in Senior High School. Each text has different social functions, schematic structures, and language features. One of the texts which should be taught for the first year students of Senior High School is recount text.

As English teachers, in teaching learning process they should have an effective strategy to teach the students according to the materials or the potency of the students. The students who learn English will be succesfull if the learning sources or strategies are relevant with the students needs. One of the strategies which is suitable in teaching writing is Think-Talk-Write.

According to Huinker and Laughlin in Zulkarnaini (2011), “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 students engaging in thought or reflective dialogue with themselves, by talking and sharing ideas with one another through writing”. So, through thinking activity they can read some clue containing picture and make small note after reading a clue to stimulate the students to enhance their knowledge. In addition, in speaking activity they could share what they have



learnt or understood with their group in their own language and words. Moreover, in writing activity they could express their idea that had discussed in writing form.

In writing, the students have some problems, such as: they were difficult to choose words to make a sentence or paragraph and arranged the sentences orderly. It is better for teacher to find the appropriate strategy for writing class. From this problems, the researcher think one of the alternative strategies to improve the students' writing ability by applying Think-Talk-Write strategy as a step to reach a good and meaningful teaching-learning process. It is also supported by the research findings of the previous research by Fahmi (2017), he stated that there was some effect of TTW strategy to the students' writing ability in descriptive text. Pratiwi and Sihombing (2015) states that teaching descriptive text using TTW strategy was more effective than teaching descriptive text without using TTW strategy. Moreover, Faulina and Saragih (2013) also stated that TTW strategy improved students' achievement in writing descriptive. So, it can be concluded that mostly Think-Talk-Write strategy has been implemented in descriptive text and it had improved the students' writing ability.

Think Talk Write is suitable if it is applied for writing class since it allows all students in each group. In this strategy, the teacher's role is as a facilitator who helps the students' problems and also as the time keeper who set the process of teaching and learning in exact time. Therefore, this strategy has been applied in order to improve the students' ability in writing recount text. The researcher conducted this research in the first year of SMA Islam Terpadu Al-Hidayah because in the Junior High School the students had studied English using recount

text but they still find difficulties in writing recount text. Besides, the researcher wants to overcome the problems faced by the students and English teacher in this school.

## **1.2 Research Questions**

Based on the background of the study above, the researcher formulates statements of the problem as follows:

- 1) Is there any improvement of students' ability in writing recount text after they have taught by using Think-Talk-Write strategy?
- 2) Which aspect of writing ability improves most after using Think-Talk-Write strategy in teaching writing recount text?

## **1.3 The Objective**

In relation to the problem, the objectives of this study are:

- 1) To find out whether the improvement of students' ability in writing recount text after being taught by using Think-Talk-Write strategy.
- 2) To find out which aspect of writing ability improves the most by using Think-Talk-Write strategy in teaching writing recount text.

## **1.4 Uses**

The outcomes of this study are expected to be significant theoretically and practically.

1. Theoretically, the result of this research hopefully can give contribution to the development of the theory of teaching writing, especially for teaching writing through Think-Talk-Write strategy.

2. Practically, this study can be used as information to English teachers who want to implement Think-Talk-Write as a strategy for teaching writing.

### **1.5 The Scope**

The study that the researcher conducted focus on teaching writing of recount text through Think Talk Write (TTW) strategy. In this research, there was one topic of recount text, it is personal recount texts. In the teaching-learning process, the emphasis of the material is on how the students deliver their ideas to make a recount text with well-arranged aspects of writing such as mechanic, vocabulary, content, generic structures and language features.

### **1.6. Definition of Terms**

To avoid misunderstanding, the definitions of the key terms are used in this research. The key terms are as follows:

1. Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.
2. Recount Text basically is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people. (Knapp:2005: 224)
3. Think Talk Write is a strategy to build precisely to think and reflect and to organize ideas and to test the ideas before students asked to write. (Huda, 2013:218)

In short, based on those explanations above, in this chapter the researcher focuses on the background of problems, research questions, objectives, uses, scope, and definition of terms.

## **II. LITERATURE REVIEW**

This chapter deals with the basic concept of the topic that discussed in the reasearch that consist of following points: writing, teaching of writing, text, recount text, definition of think talk write, think talk write in teaching writing, procedures of teaching writing skill using think talk write strategy, advantages and disadvantages, assumptions and hypotheses.

### **2.1. Writing**

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000: 31) states the definition of a language competence as one's underlying knowledge of system of a language – its

rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together.

Meyers (2005) states that writing is a way to produce language students do naturally when students speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing students' ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. Besides, Harmer (2004) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Moreover, Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

Based on the definitions above the researcher can conclude that writing is a productive skill of discovering and organizing ideas. In writing, we also do the continuously activity that can make the writing result is good in the all of its elements.

## **2.2. Aspects of Writing**

The writer will be said successfully in writing if their writing contains some aspects writing. According to Jacobs (1981: 90) there are five aspects of writing:

1. *Content* refers to the substance of writing, the experience of the main idea (unity), i. e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. *Organization* refers the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentence and ideas.
3. *Vocabulary* refers to the selection of words that are suitable to the content. It begins with assumption that the writer want to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. *Language Use* refers to the use of the correct grammatical form of syntactic pattern on separating, combining and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. *Mechanics* refers to the use of graphic conventional of the language, i. e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related one another.

Meanwhile, Harris (1974:68) states that there are five general components of writing needed to be appropriately viewed; namely:

1. *Content* refers to the substance of the writing, denoting the thought that is written about in passage.

2. *Form* refers to the organization of the content or ideas, whether the passage has fulfilled the criteria of unity and coherence, or not.
3. *Grammar* refers to the employment of grammatical forms and syntactic patterns. The principles of grammar that are of importance are those that concern words and those that concern word relationships.
4. *Style* refers to the choice of structures and lexical items to give a particular tone as flavor to the writing.
5. *Mechanics* refers to the use of the graphic conventions of the language. In composition, it is the general term of matters of spelling, capitalization, hyphenation, abbreviation, and the like.

Besides, Heaton (1991: 135) points out that there are five aspects to be evaluated in writing. The five aspects are content, organization, vocabulary, grammar, and mechanic. The definitions of the five aspects are as follow:

1. *Content* is the substance of the writing, where the idea was expressed. This aspect of writing evaluates whether the developing sentences in writing supports main idea or not.
2. *Organization* is the form of content. This aspect of writing evaluates whether the writing in chronological order or not.
3. *Vocabulary* is the selection of word that suitable with the content. Vocabulary evaluates whether the writing has effective word, choice, and usage or not.
4. *Grammar* is the employment of grammatical forms and syntactic patterns. This aspect of writing evaluates whether the writing has effective grammar or not.



5. *Mechanic* is the conventional devices used to clarify the meaning of the writing. Mechanic is the aspect that evaluates the writing by correcting the punctuation, spelling, and capitalization.

According to the statements above, in order to improve the students' writing recount text ability, the researcher will apply those aspects of writing stated by Jacobs (1981:90), as the role of writing development.

### **2.3. Teaching of Writing**

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand (Harmer, 2004:7). It means that when we teach our students, we have to help them to understand what materials being taught or help them to do what they have to do.

In addition, Lado (1959: 125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native, and target culture in terms of their meaning as well as their great ideas in achievement. It can be said that the goal of teaching writing is to make students able to write or use language in written form.

Besides, Reid (1993:27) said that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

While according to Raimes (1983:3), teaching writing are important. First, writing reinforces the grammatical, structures, idioms, and vocabulary that we have been teaching to our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learn to say, to risks. Third, when they write they necessarily become very involved with new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

Likewise, Yuwono (1994:16) states that in order to be successful in writing, an English teacher should guide his or her students in writing, in which the material presented are relevant to their interests, needs, capacities and age until they are able to make a composition with few or even no error. Since teaching writing is training the students how to express the idea or the imagination in writing form, it is very important for the teacher to provide the materials which are relevant to the students' interests and needs. Besides, the students' capacities and age are crucial aspects to be taken into account in guiding the students in making a composition.

Based on the theories above, teaching writing is when we are teaching the students, we have to help them to understand what materials being taught or help them to do what they have to do. It can be said that the goal of teaching writing is to make students able to write or use language in written form.

## 2.4. Text

### 2.4.1 Definition of Text

In writing, text is communication that represents language through the inscription of signs and symbols. According to Markhamah (2013:10) text is any object which

can be read and it also can be heard because text can be in the oral or written form.

It is arranged using structure. It has an organization that has an arrangement of words, clauses, sentences based on the right arrangement of language elements or aspects. Moreover, Derewianka (1992:17) says that text is any meaningful stretch of language, it can be in oral or written. It means that text is important things of language. Text can be in oral or written form. It can be concluded that text is not only written form but also oral form. Therefore, text is not only something which can be read but also can be heard.

### 2.4.2 Types of Text

a. Narrative

To amuse/entertain the readers and to tell a story

b. Recount

To retell something that happened in the past and to tell a series of past event

c. Descriptive

To describe a particular person, place or thing in detail.

d. Report

To present information about something, as it is.

e. Explanation

To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

f. Analytical Exposition

To reveal the readers that something is the important case.

g. Hortatory Exposition

To persuade the readers that something should or should not be the case or be done.

h. Procedure

To help readers how to do or make something completely.

i. Discussion

To present information and opinions about issues in more one side of an issue.

j. Review

To critique or evaluate an art work or event for a public audience.

k. Anecdote

To share with others an account of an unusual or amusing incident.

l. Spoof

To tell an event with a humorous twist and entertain the readers.

m. News Item

To inform readers about events of the day which are considered news worthy or important.

## **2.5. Recount Text**

### **a. Definition of Recount Text**

According to Knapp (2005: 224), recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

### **b. Types of Recount Text**

According Barwick (1999: 4-5) there are different types of recount with varying levels of language and content according to the audience and purpose.

#### 1) Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

#### 2) Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recount involve detail research about unfamiliar topics for which students should be using print and technological resources.

Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

### 3) Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

### 4) Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made.

The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

### 5) Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

Based on the definitions of each type of recount, the researcher will choose personal recount as research media.

### **c. Generic Structure of Recount Text**

The recount text has three parts:

#### 1) Orientation

Orientation takes in the first paragraph that give background information about who, what, where and when.

#### 2) Event

Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

#### 3) Re-orientation

Consist of optional-closure of events/ending.

#### d. Language Features of Recount Text

The recount text has some language features, they are:

- a) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- b) Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- c) Focus on specific participant, e.g. I (the writer)
- d) Using the conjunctions, such as: then, before, after, etc.
- e) Using action verb, e.g. went, stayed

Here is one of the example:

<b>My Vacation with My Beloved People</b>	
<p>One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.</p>	} Orientation
<p>The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.</p>	} event
<p>On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.</p>	} Re-orientation

#### 2.6. Notion of Think Talk Write

Think Talk Write (TTW) strategy was introduced by Huinker & Laughlin (1996:82) on the grounds that Think Talk Write strategy is to build precisely to think and reflect and to organize ideas and to test the idea before students are



asked to write. It is a strategy that facilitates language exercises orally and write the language fluently.

This strategy is based on the understanding that learning is a social behavior. It encourages students to think, speak, and then write with regard to a topic. Think Talk Write is used to develop writing and practicing the language fluently before writing. It allows students to influence and manipulate ideas before writing. The strategies also assist students in gathering and developing idea through structured conversations.

In learning activities that are often encountered when students are given written assignments, students are always trying to directly start writing answers. Although it is not something wrong, but it will be more meaningful if the students first did the thinking, reflected on and developed ideas, and tested ideas before starting to write. Think Talk Write (TTW) strategies is built by providing time for students to perform these activities (to think, reflect and to formulate ideas, and test ideas before writing it).

The steps of Think Talk Write (TTW) strategy are as follows:

1. Firstly, thinking, students see the series of pictures. In this step, students makes little notes about the ideas in picture series using their own language.
2. Secondly, talking, students was given the chance to talk about the investigation at first step. At this step the students reflect, arrange, as well as test (negotiation, sharing) ideas in group discussions. The progress of the students' communication can be seen from dialogue in discussions

both in exchanging ideas with others or their own reflection it reveals to others.

3. Thirdly, writing, students write down ideas that are acquired and the first and second step activities. This paper consists of grounding the concepts used, the linkage with the previous material, solving strategies, and solutions are obtained.

According to Silver and Smith (1996: 21), the role and duties of teachers in an effort to make effective use of Think Talk Write (TTW) strategies is to ask and provides tasks that allow students to engage active thinking, to encourage and to listen carefully the ideas put forward students orally and in writing, to consider and provide information about what students explored in the discussion, and to monitor, assess, and encourage students to participate actively. Prepared task is expected to trigger students to work actively the questions which have answers to divergent or open-ended task.

According to Huda (2013:218), Think-Talk-Write is a strategy that facilitates the exercise verbally and write the language fluently.” The Think-Talk-Write strategy builds in time for thought and reflection and for organization progresses from student engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, for writing. TTW strategies encourage students to think, talk, and write a specific topic. This strategy is used to develop writing correctly and trains the language before writing.

According to those theories, think talk write is the effective strategy for teaching writing recount text ability because in this strategy the students will think the idea

in text that will be given by the teacher. Then, the students will discuss their idea with their groups. In the last, they will write their ideas in some paragraphs.

### **2.7. Think Talk Write in Teaching Writing**

In writing, “Think-Talk-Write (TTW)” strategy is a cooperative learning mode to make teaching and learning process easier. It is introduced by Huinker and Laughlin. Basically, this strategy is sharing ideas among many students in a group before starting to write. In this strategy, students are active in writing process because they will express their own ideas freely.

In TTW strategy, the teacher divides students into several heterogeneous group to make writing process more effective. In cooperative writing including this strategy, will improve students’ mastering concepts. To mastering concepts, this strategy needs instruments as a visualization for students to expand their ideas widely. Generally, the instrument such some pictures that can be used to explore students’ creativity and share each other. Pictures as a visualization help to expand point of ideas that can be discussed in a group.

### **2.8. Procedures of Teaching Writing Skill Using Think Talk Write Strategy**

According to Edelstein and Pival (1998:11), in writing process there are threesteps as follows:

1. Pre-writing

Pre-writing is the process of getting the ideas in preparation for writing.

Pre-writing activities help to find a good topic, narrow topics that are too broad, and look at purpose. The students should finish the pre-writing activities with at least a sentence and a list.

## 2. Writing

Writing is the process of supporting the topic and opinion. The supports can be in the form of examples, statistics, and statements by authorities. In this stage, the students set on the paper the opinion into the words, sentences, paragraphs and so on and also by giving supporting statement from other resources.

## 3. Re-writing

Re-writing is the process of editing the writing result. This can be done in phases. Students should focus on obvious things during the first phase; spelling, grammar errors, and so on.

According to statement above, the researcher will evaluate the students' work based on five aspects of writing by Jacobs (1981:90) and the researcher will use the steps consisting of pre-activity, whilst-activity, and post-activity. The procedures of teaching writing recount text using Think-Talk-Write strategy as follows:

### **a. Pre Activities**

In pre-activities they did some activities, such as:

- The students are asked about their experience.
- The students are given series picture and they make a small note of their idea in every picture.
- The students are asked to make a group that consists of three until five persons.
- The students discuss the pictures in group.

### **b. Whilst Activities**

In whilst-activities they did some activities, such as:

- Students are told about the generic structure of the recount text.
- Students are told about the language features of recount text.
- The students are asked to write their ideas in form writing individually based on the pictures.

### **c. Post Activities**

In post-activities they did some activities, such as:

- The students are given a feedback of their writing result.
- The students edit their writing result to be better.
- The students are given a brief review about the material they have learned that day.

Based on the explanation above, those are procedures of teaching recount text in learning process. There are pre, whilst and post. The concept of pre is the teacher activates students' background knowledge, the concept of while activity is the students do the tasks, and the concept of post is evaluation.

## **2.9. Advantages and Disadvantages**

As other strategies have, Think-Talk-Write also has some advantages and disadvantages as follows:

### **2.9.1. Advantages**

There are some advantages teaching use TTW strategy:

- The TTW strategy can help students in constructing their own knowledge so that students' conceptual understanding is better, students can

communicate or discuss their thought with their friends so that students help each other and exchange ideas.

- The TTW strategy can train students to write the results of their discussions in systematic writing form so that students will better understand the material and help the students to communicate their ideas in written form.
- The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
- TTW strategy makes the students learn to think the concepts, share their ideas, and discuss a words in a writing task.
- Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.

### **2.9.2. Disadvantages**

There are some disadvantages teaching use TTW strategy:

- Sometimes, it needs more time to presenting and correcting.
- Several students still difficult to express their ideas, it depends on their group dividing not the strategy.
- The reality is not always same with the expectations.

It is obvious that Think Talk Write strategy has benefit for teacher to teach recount text. When teacher use the pictures series as media in teaching, he or she will easier to make students to deliver their ideas in writing form. Besides, there are also some advantages in using Think Talk Write strategy. The teacher should

find the possible ways to overcome those problems in order to make it can be used effectively in classroom activity.

### **2.10. Theoretical Assumptions**

In teaching writing, there are many strategies that can be used by the teachers to reach the goal of teaching learning process, one of those strategies is Think Talk Write strategy. In the teaching process, the teacher will guide the students to organize and write recount text including the five aspects of writing; content, organization, vocabulary, language use and mechanic. It can be assumed that think-talk-write (TTW) is an appropriate strategy to improve the students' ability in writing recount text.

Think-talk-write can make the students more easily to develop the ideas that they will compose in their recount text writing. In this research, the reseacher will use pictures series as guidance. The students will write their ideas based on the pictures. In other words, it will help the students to make the content of their writing related with the topic that will be given.

### **2.11. Hypotheses**

The reseacher formulates a hypothesis as follows:

1. There is an improvement in students' recount text writing ability by using Think Talk Write strategy.
2. Organization is the aspect of writing improves the most by using Think Talk Write strategy.

In this chapter, the researcher explains about some important concepts related to the key of terms. It includes of writing, aspects of writing, teaching of writing, text, recount text, definition of think talk write, think talk write in teaching writing, procedures of teaching writing skill using think talk write strategy, advantages and disadvantages, assumptions and hypotheses.



### III. METHODS

This chapter describes the design of research, population and sample of research, how collect the data in the research. This chapter also describes researcher procedure, scoring system, how to analyze the data and hypothesis testing.

#### 3.1. Design

This research was a quantitative research and the writer has used one-group pretest-posttest design. There was one class as the subject of the research which has been chosen randomly. The class was an experimental class where the treatment gave to the students and the students' ability in writing text improvement was analyzed through the formula below:

$$T_1 X T_2$$

$T_1$  : Pre-test.

$X$  : Treatment (teaching writing recount text in TTW).

$T_2$  : Post-test.

(Setiyadi, 2006: 135).

The subjects were given a treatment in teaching writing recount text by using TTW strategy. The treatment for experimental class were taught in three meetings. The pre-test was conducted before the treatment of teaching writing recount text in order to know the students' basic ability in writing skill. Then, the post-test has

was conducted to analyze the students' improvement in teaching writing recount text using TTW strategy.

### **3.2. Population and Sample**

The population was the first year students of SMA Islam Terpadu Al Hidayah. The sample was the only one class and it was selected by using simple probability sampling. The research used lottery technique to choose the sample class. So, all the classes got the same chance to be sample.

### **3.3. Data Collecting Strategy**

To get the accurate data, in this research the writer were used two tests which have been tested to the students, they are:

a. Pre test

The test has been given to students before they taught using Think-Talk-Write strategy. The researcher conducted this test in 90 minutes. The purpose of this test in order to know how far the students ability in mastering recount text writing before the treatment. In this test, the students were distributed writing pretest sheet which has been stated by clear instruction and directions. The students were asked to create recount text of one their experience.

b. Post test

This test also conducted in 90 minutes. This test was done in order to see the students' improvement in writing recount text after three times treatments (think-talk-write strategy). This test was similar with the

writing pretest. One that made them different was that in the posttest, the students has been given the topics based on the pictures.

### **3.4. Procedures**

In collecting data, there were some procedures of the research, the steps are:

#### **1. Determining Population and Sample**

In this stage, the writer chose first year of SMA Islam Terpadu Al Hidayah as the population and sample of the research. There were three classes in first year. One class was chosen using simple probability sampling.

#### **2. Selecting and Determining the Material**

In selecting the writing material, the writer has used the material based on the syllabus at the first year of Senior High School. The topic of the writing was telling the students' experience.

#### **3. Conducting Pre-test**

The writer has conducted the pre-test in order to find out the students' basic ability before treatments. In this test, the writer has asked the students to write recount text about their experience in about 90 minutes.

#### **4. Giving Treatment**

The treatments of think-talk-write strategy has been conducted in the class for three meetings in which 2 x 40 minutes are distributed for each meeting. In each treatment, different topics have been discussed. In the treatments, the students have been given the explanation about the goals

and objectives of instruction and also aspects writing within a good paragraph.

#### 5. Conducting Post-test

The post-test aimed to know the progress of students' writing ability after being given treatment. This test has conducted in 90 minutes. This test was similar with post-test, one that differ them was there has been some picture series.

#### 6. Making Conclusion

The last step was making conclusion based on result of the test hypothesis.

Those were some procedures or steps of the research that reseacher has conducted in this research.

### **3.5. Instrument of the Research**

Since students' writing ability were evaluated, writing test is the instrument of this research. Heaton (1991:137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In this research, the students are asked to write a recount text about their experience. There are two writing tests in this research; the writing pre-test and the writing post-test. The tests consisted of detail instructions and directions including time allocation.

In fulfilling the criteria of good test, reliability and validity of the test should be considered.

### **1. Validity**

The test is considered valid if the test measures the object to be measured and it is suitable with the criteria. To measure whether the test has a good validity, this research uses content and construct validity.

#### **a) Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive to be tested. According to Hatch and Farhady (1982:251), content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test. This research used recount writing test which was supposed to be comprehend by the first year of the senior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material used was chosen based on 2013 curriculum for first year of Senior High School.

#### **b). Construct Validity**

A test is said to have construct validity it can be demonstrate that it measures just the ability which it is supposed to measure (Hughes, 1989:26). Furthermore, Heaton (1988: 161) states that if a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and

learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. In this research, the researcher measures the students' ability in recount text by using writing tests. In those tests, they will be asked to create a recount text about their experience.

Five aspects of writing are things would be measured by the researcher since this research focus in writing. So, it can be said that the test had been covered with construct validity. Furthermore, the writing test was composed based on indicators and the objectives in the syllabus of the school. The research chose writing recount text for this research, so it was examined by considering indicators of recount text. It can be said that the instrument of this research is valid because it has construct and content validity.

## **2. Reliability of the Test**

A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144). A test can be considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was inter-rater reliability. Inter-rater reliability was used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater was researcher and the second rater was English teacher at the first year of SMA Islam Terpadu Al Hidayah. Before scoring the students' recount text writing, it is important to make sure that both raters used the same criteria of

scoring. Here by, the first and the second rater used scoring criteria devised from Jacobs (1981). To measure how reliable the scoring was, this study used *Rank-order Correlation* with the formula:

$$\rho = 1 - \frac{6 \cdot \sum D^2}{N(N^2 - 1)}$$

Where:  $\rho$  : Coefficient of rank correlation

N : Number of students

D : The different of rank correlation

1-6: Constant number

(Hatch and Farhady, 1982:143)

In this case, the coefficient of rank correlation will be analyzed with the standard of reliability as follows:

0.00 – 0.20 is very low; if the result of the realibility is about 0.00 to 0.20, it is categorized to very low realibility;

0.20 – 0.40 is low; if the result of the realibility is about 0.20 to 0.40, it is categorized to low realibility;

0.40 – 0.70 is medium; if the result of the realibility is about 0.40 to 0.70, it is categorized to medium realibility;

0.70 – 0.90 is high; if the result of the realibility is about 0.70 to 0.90, it is categorized to high realibility;

0.90 – 1.00 is very high; if the result of the realibility is about 0.90 to 1.00, it is categorized to very high realibility;

After calculating the result of the students' recount writing, the data was calculated by the researcher by using the formula above.

**Table 3.1. The Result of Realibility**

Realibility	Pre Test	Post Test
	0.985	0.9821

### **3.6. Scoring System**

In this study, the researcher used a writing test to measure students' ability in writing recount text. To scoring the test paper, the researcher used analytic score which categorize by some categories. Jacobs et al (1981) states that, there are five major items or categories in analytic scoring writing test, namely content, organization, vocabulary, language in use or grammar, and mechanic. The percentage of the elements of writing as follows:

The Content	: 30
The Organization	: 20
The Vocabulary	: 20
The Language In Use (Grammar)	: 25
The Mechanic	: 5



Table 3.2. The Scoring Criteria

Aspect	Criteria	Score
Content	<ul style="list-style-type: none"> <li>• <b>Excellent to very good:</b> knowledge, substantive, through development of thesis, relevant theory.</li> <li>• <b>Good to Average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</li> <li>• <b>Fair to Poor:</b> limited knowledge of subject, little substance, inadequate development of topic.</li> <li>• <b>Very Poor:</b> Does not show knowledge of subject, non substantive not pertinent, not enough to evaluate.</li> </ul>	30-27 26-22 21-17 16-10
Organization	<ul style="list-style-type: none"> <li>• <b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.</li> <li>• <b>Good to average:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</li> <li>• <b>Fair to poor:</b> non-fluent, ideas confused or disconnected, lack logical sequence and development.</li> <li>• <b>Very poor:</b> does not communicate, no organization, not enough to evaluate</li> </ul>	20-18 17-15 14-10 9-7
Vocabulary	<ul style="list-style-type: none"> <li>• <b>Excellent to very good:</b> sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.</li> <li>• <b>Good to average:</b> adequate range, occasional errors of idiom choice, usage but meaning not obscured.</li> <li>• <b>Fair to poor:</b> limited range, frequent errors of idioms/words, meaning confused or obscure.</li> <li>• <b>Very poor:</b> essentially translation, little knowledge of English vocabulary, not enough to evaluate</li> </ul>	20-18 17-15 14-10 9-7
Language Use	<ul style="list-style-type: none"> <li>• <b>Excellent to very good:</b> effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.</li> <li>• <b>Good to average:</b> effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.</li> <li>• <b>Fair to poor:</b> major problem in simple construction, frequent error of negation,</li> </ul>	20-18 17-15 14-10

	<p>agreement, tense, number, word, pronoun and meaning confused.</p> <ul style="list-style-type: none"> <li>• <b>Very poor:</b> virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.</li> </ul>	9-7
Mechanic	<ul style="list-style-type: none"> <li>• <b>Excellent to very good:</b> few errors of punctuation, spelling and capitalization/used correctly</li> <li>• <b>Good to average:</b> occasional errors of punctuation, spelling and capitalization</li> <li>• <b>Fair to poor:</b> numerous errors of punctuation, spelling and capitalization</li> <li>• <b>Very poor:</b> no mastery of convention, dominated by errors of punctuation, spelling, and capitalization</li> </ul>	20-18 17-15 14-10 9-7

(Jacobs et al, 1981: 90)

### 3.7. Data Analysis

Analysis means categorizing, ordering, manipulating, or summarizing of data obtained in order to answer the research questions. The purpose of analysis is to reduce data to be interpretable so that the relation of the research problem can be studied. Data in this research were analyzed quantitatively. To analyze the data, the researcher used Statistical Package for Social Science (SPSS) program. The data obtained from the test were compared before and after treatment. The researcher describes it one by one. The steps were described as follows:

1. The score of writing ability improvement from pre-test and post-test were analyzed to find the mean score.
2. The score of writing ability improvement from pre-test and post-test were compared by using independent t-test to know the differences before and after the treatment given.

### 3.8. Hypothesis Testing

The hypothesis was statistically tested by using Statistical Package for Social Science (SPSS) program, in which the significance is determined by  $p < 0.05$ .

Therefore, the hypothesis which can be cited as follows:

- 1) Think Talk Write can improve students' ability in all aspects of writing.

$H_0$  : There is no significant difference between recount text writing ability before and after being taught by using TTW strategy.

$H_1$  : There is a significant difference between recount text writing ability before and after being taught by using TTW strategy.

- 2) Think Talk Write can improve students' recount writing ability, especially in organization aspect.

In short, based on those explanations above, the researcher focuses on the theories which related to the research. Those are the design of research, population and sample of research, how to collect the data in the research. This chapter also describes researcher procedure, scoring system, how to analyze the data and hypothesis testing.

## **V. CONCLUSION AND SUGGESTIONS**

This chapter deals with the conclusions of the research findings and discussion in the previous chapter. It also covers the suggestions for English teachers who want to use Think Talk Write strategy in writing classroom and other researchers who want to conduct similar research using TTW strategy.

### **5.1 Conclusion**

1. The implementation of TTW strategy was effective to improve students' writing skills. It could be seen from the improvements of the students' writing score in the pretest and the posttest. The mean score improved from 64.2 to 70.0.
2. The implementation of TTW could improve students' ability in recount text writing, especially in aspect organization. It is because the use of picture series in the material and writing practice could generate students' ideas. Moreover, the researcher also used picture series in the posttest so it was influential the most in improving the students' writing ability. The other hand, the researcher did not use picture series in the pretest.

## **5.2 Suggestions**

### **5.2.1 Suggestions for English Teacher**

1. Considering the advantages of TTW strategy, the researcher suggests that English teacher of the class apply TTW strategy as an alternative way in teaching writing especially recount text.
2. It needs much time to apply this strategy, so the teacher should manage the time efficiently.

### **5.2.2 Suggestions for Further Researcher**

1. This research had different instrument in the pre and the posttest. Thus, the further researcher should use the same instruments. It will make the research more valid.
2. This study was conducted in senior high school. Therefore, the further researchers can try to find out the improvement of using TTW strategy in different level of school.
3. Further researcher can try this strategy in another text.

The conclusions and suggestions of this research have been discussed on this chapter. The conclusions cover the findings and the discussions of this research and the suggestions cover the recommendation for English teacher and further researcher.

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