

## The Influence of "Think-Talk-Write (TTW)" In Writing Descriptive Text of Seventh Grade SMP Islam Ulil Albab Kebumen In Academic Year 2019/2020

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### **Abstrak**

*Penelitian ini bertujuan untuk (1) mengetahui kemampuan penulisan teks deskriptif siswa dengan menggunakan metode Think-Talk-Write (TTW), (2) mencari perbedaan antara siswa yang menggunakan metode Think-Talk-Write (TTW) dan siswa yang tidak menggunakan menggunakan metode Think-Talk-Write. Penelitian ini merupakan penelitian eksperimen dengan menggunakan desain one group pretest-posttest dengan melakukan 2 kali pertemuan untuk treatment, 2 x 40 menit untuk setiap pertemuan. Populasi penelitian ini adalah seluruh siswa kelas VII SMP Islam Ulil Albab Kebumen yang berjumlah 28 siswa. Sampel penelitian ini menggunakan simple random ialah semua siswa kelas VII. Penelitian ini menggunakan instrumen tes yaitu pretest dan posttest. Setelah dilakukan uji-t terlihat bahwa selisih rata-rata menunjukkan perbedaan signifikan antara hasil dari pretest dan posttest. Hasil rata-rata pada posttest ialah 70,42 lebih besar dari pada nilai score pretets yaitu 51,82. Oleh karena itu dapat disimpulkan bahwa strategi Think-Talk-Write mempengaruhi nilai skor menjadi lebih baik dalam pembelajaran menulis teks deskriptif kelas VII SMP Islam Ulil Albab Kebumen.*

**Kata kunci:** pengaruh, menulis, teks deskriptif, Think-talk-Write

### **Abstract**

The aimed of the research are (1) to obtain the information of students' ability in writing a descriptive text by using Think-Talk-Write (TTW), (2) to find out the information the significant difference in students' ability in writing descriptive text between the students who are taught by using Think-Talk-Write (TTW) and the students who are not using Think-Talk-Write of seventh grade SMP Islam Ulil Albab Kebumen. The methodology of this research was using one group pretest-posttest design with the treatment in 2 meetings, 2 x 40 minutes for each meeting. The sample was seventh class consisting of 28 students. The sample was taken by using simple random which all member of the population seventh grade. The instruments that used were pre-test and post-test. %. From the data analysis, the finding showed significant difference between the results it of pre-test and post-test. The mean of the post-test score (70,42) higher than the mean of pre-test score (51,82). It means there is any significance between pre-test and post-test, because the value significance (2-tale) less 0.05, so the null hypothesis was rejected. This implies that Think-Talk-Write was influence in writing descriptive text.

**Keywords:** Influence, Writing, Descriptive text, Think-Talk-Write

## 1. Introduction

One of the components of education is learning. Learning is a complex process that happened to everyone in their lives. . It is an activity in education. Learning of process as a formal education involves two important components, they are teachers and students. Both are interacting actively in the learning activity to achieve a goal in learning. Teachers must make optimal with their ability and their knowledge to the students in teaching-learning activity. Meanwhile, students also must respond actively to what the teachers give. Education is often obtained various problems related to the implementation of learning problems. The implementation in learning general, the teachers are applying general in a learning process that at the implementation of learning begins explaining the material, giving example, and followed by giving exercise. So the learning tends to be centered on the teacher. It is because the students do not learn to practice finding and developing the concept of creativity. As well as studying writing. The Researcher assumes that writing skill is the most difficult one, for people who are learning English, because in the writing process, students will discover many difficulties in transferring thoughts and ideas in writing. Consequently, writing usually needs to quantify knowledge in most exams, no matter what they are testing in foreign language abilities or other skills (Harmer : 2004 ). Writing is a process to relate something that is not real or it may be imagination, it also expresses their concept, opinions and organized in a simple sentence or a short paragraph.

To minimize those problems, the researcher takes a look at the necessary to know an alternative strategy to make suitable and interesting teaching. The teachers need to help students encourage anxiety, motivate them to learn better especially help students to overcome the writing skill problem. Think-Talk-Write (TTW) is usually to develop the writing clearly and exercise the language before writing them. It is accordance with the statement Suyatno (Alviyani, 2015:3), "to start for strategy is using thinking through reading, the outcome of reading is communicating through presentation or discussion".

## 2. Research Methodology

The research is conducted in SMP Islam Ulil Albab Kebumen on second semester in academic 2019/2020. The subject this research are all students seventh grade SMP Islam Ulil Albab Kebumen in academic year 2019/2020 which consist of 28 students.

According to Arikunto (2006:3) that an experiment is a way to find out the causal relationship between two factors that are raised by the researcher purposeful by reducing or eliminating any distracting factors. Identify the type of experimental design to be used in the proposed study. The types available in experiments are pre-experimental designs, quasi-experiments, true experiments, and single-subject designs. With pre-experimental designs, the researcher studies a single group and provides an intervention during the experiment. This design does not have a control group/class to compare with the experimental group. Pre-experimental research is a design that reveals relation between cause and effect only by involving one group of subjects, so there are no strict controls over external variables.

For in this research is classified as a pre-experimental research design because it is little or no control of the extraneous variable. This design involves one group as its subject it involves three steps, there are pre-test, treatment, and post-test. Test before giving treatment called pre-test and after giving treatment called post-test. In the one-group pretest-posttest design, a single

group is measured or observed not only after being exposed to a treatment of some sort but also before. The design of this research can be seen at the table below (Ary dkk, 2010: 304):

Table. 1 diagram of a pretest-posttest design

Y1	X	Y2
Pre-test	Treatment (Independent Variable)	Post test (Dependent Variable)

The procedure of pre-experimental research that uses One Group Pretest-Posttest design:

- a. Administering a pre-test before applying strategy a purpose measuring the students writing achievement of seventh grade students at SMP Islam Ulil Albab Kebumen.
- b. Applying the experimental treatment teaching writing by Think-Talk-Write (TTW) in the descriptive text as a strategy to the subject of seventh grade students at SMP Islam Ulil Albab Kebumen.
- c. Administering a post-test after applying strategy to measure the students writing achievement of seventh grade students at SMP Islam Ulil Albab Kebumen.

In this research, the researcher wants to know the influence of the Think-Talk-Write (TTW) in teaching writing by conducting pre-experimental research. The impact assesses by providing a specific treatment. The use of treatment is aimed at providing whether the increased score possibly get by the researcher. Thus, the effectiveness of the treatment will be known as the significant differences between the students who are taught before and after applying Think-Talk-Write (TTW).

The research conducted by quantitative research, in this study the method uses experimental research. According to Fauzi , M (2009: 18), Quantitative research is a process of finding the knowledge that uses numerical data as a tool to analyze information about what you want to know. According to Arikunto (2006:3) that an experiment is a way to find out the causal relationship between two factors that are raised by the researcher purposeful by reducing or eliminating any distracting factors. Identify the type of experimental design to be used in the proposed study. This design involves one group as its subject it involves three steps, there are pre-test, treatment, and post-test. Quantitative method was used to analyze the students' writing test.

The researcher analyzed the data through giving test to the students. It needs some steps in analyzing of the data. The following are the steps will be taken by the researcher.

1. Technique of scoring test

In this study, the researcher used a writing test to measure students' ability in writing descriptive texts. To score the test paper, the researcher used analytic score which categorize by some category. H.D. Brown stated that, there are five major

items or categories in analytic scoring writing test, namely content, organization, vocabulary, language in use or grammar, and mechanic.

Table. 2 The Descriptive Criterion

Element of Writing	Score
<b>1. The content</b>	30
<b>2. The organization</b>	20
<b>3. The vocabulary</b>	20
<b>4. The language in use (grammar)</b>	25
<b>5. The mechanic</b>	5
<b>Total Score</b>	<b>100</b>

Explanation:

- a. *Content* : The substance of writing, ideas expressed.
- b. *Organization* : The organization of the content.
- c. *Vocabulary* : The choice of words, structure and Lexical items to give particular tone a flavor the writing.
- d. *Grammar* : The employing grammatical and Syntactic forms.
- e. *Mechanic* : The use of graphic convention of the language.

The aspects which were: developing ideas, organizing ideas, grammar, vocabulary and mechanics were scored by the researcher with guidelines Weigle, criterion.

	Score	Level	Criteria
<b>Content</b>	30-27	Excellent to Very Good	Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
<b>Organization</b>	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, and meaning confused.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary, idiom or word form, or not enough to evaluate
<b>Vocabulary</b>	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, and meaning confused.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary, idiom or word form, or not enough to evaluate.
<b>Language Use</b>	25-22	Excellent to Very Good	Effective complex construction, few errors of agreement, tense, word order, articles, pronoun, and prepositions
	21-18	Good to Average	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple and complex, construction, frequent errors of negation agreement, tenses, number, word order, articles, pronoun, preposition, meaning confused or obscured.
	10-5	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

<b>Mechanics</b>	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but the meaning obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

The data were collected the writing test. The topic of the test was about the person, something and favorite pet. The topic was chosen by the students which the researcher has given the pictures. The teachers gave the students 80 minutes to write their descriptive writing text. The researcher analyzed the data through giving test to the students by descriptive criterion by Weigle Sara such as; content, organization, vocabulary, grammar, and mechanic.

### 3. Finding and Discussion

The process of teaching writing using Think-Talk-Write, in the first observation, the researcher asked permission to the headmaster and the English teacher at the school. After got the permission, the researcher determined the subject of research, namely the students at second semester of SMP Islam Ulil Albab Kebumen in academic year 2019/2020. There are 28 students in the class.

Firstly, the researcher gave pretest. In this section, the researcher gave some question related to the topic. It was something, pet, and person. After giving some question, the researcher gave opportunities to the students to answer.

In the second activity, the research gave the treatment to explain more about descriptive text. After the students understanding about descriptive text, the researcher introduced Think-Talk-Write as a strategy to teach writing especially descriptive text. The next activity, the researcher gave the questions related to the topic. After giving some questions, the researcher gave opportunities to the students to think first what the answers it, this instruction is called by "think" activity. The next activity is "talk" activity. In this activity, the lecturer ask students to discuss their questions with their friend, while they were discussing with their friends, the lecturer went around to the students.

In the third activity, the researcher gave the written test or posttest to the students to know the responses of students about process of teaching and learning through Think-Talk and

Write (TTW). It conducted the post-test in order to know whether the students' descriptive text writing ability after treatment increased or not.

The researcher collected the data from the score of pre-test and post-test. The researcher gave the pre-test to know student's influence of writing descriptive text without Think-Talk-Write (TTW). After the researcher get score from pre-test, the researcher apply Think-Talk-Write (TTW) in doing writing descriptive text. Then, the researcher gives post-test to student. The result of this experiment study indicated that Think-Talk-Write is effective on student's writing descriptive text ability at seventh grade of SMP Islam Ulil Albab Kebumen in academic year 2019/2020. It is also confirmed that the effectiveness is at the moderate level of significance. The research result has shown that there is influence of using Think-Talk-Write towards students' descriptive text writing ability. The data itself could be found from the writing test which pretest and posttest. Based on the research, this pre-test was given by asking students to write descriptive text. It was done before treatment. This test was given to know the students writing achievement before the student got treatment. This is list of result the pre-test can be seen the table below:

Table 3 Criteria students score

No	Criteria	Range Score	Students	Percentage
1.	Excellent	90-100	0	0%
2.	Good	70-89	15	53%
3.	Average	50-69	13	47%
4.	Poor	<49	0	0%

Based on the table above that students who got excellent score criteria consist of 0 student (0%), good score criteria are 15 students (53%), average score criteria are 13 students (47%), and poor score criteria is 0 students (0%).

Table 4 Paired sample statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	51,8214	28	10,29942	1,94641
	posttest	70,4286	28	9,21524	1,74152

Based on the table above, output *paired samples statistic* shows the means score of pre-test (51.8214) and the mean of the post-test (70.4286), while N for cell there are 28. Meanwhile, the standard deviation for pre-test (10.29942) and standard deviation for post-test (9.21524) mean standard error for pre-test (1.94641) and mean standard error for post-test (1.74152). It can be concluded that the average the students' score in pre-test and post-test was different. The mean score of pre-test was less than post-test ( $51.8214 < 70.4286$ ).

Table 5 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	28	,507	,006

Based on the table above, the output paired samples correlation showed the large correlation between samples, where can be seen numeral both correlation is 0.507 and numeral of significance is 0,006 for interpretation of decision based on the result of probability achievements, that is:

- a. If  $\text{sig} > 0.05$  there is no influence of giving treatment toward pre-test and post-test.
- b. If  $\text{sig} < 0.05$  there is influence of giving treatment toward pre-test and post-test score.

Based on the computation output, the significant value was 0.006. It means that level significant was smaller than 0.05 ( $0.006 < 0.05$ ). Thus, it can be concluded that there was influence of giving treatment pre-test and post-test score.

Table. 6 Paired Sample Test

Paired Samples Test									
		Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	Lower	Upper				
Pair 1	pretest - posttest	-18,60714	9,73097	1,83898	-22,38042	-14,83387	-10,11827		,000

It can be concluded based on table paired sample t-test, the value of significance (2-tale) is 0.000. It means there is any significance between pre-test and post-test, because the value significance (2-tale) less 0.05, so the null hypothesis was rejected.

From those result, it can be concluded that there was significant different ability of the seventh grade students of SMP Islam Ulil Albab Kebumen in academic 2019/2020 in writing descriptive text between students who learnt writing by using Think-Talk-Writes. Furthermore, the finding verified of Think-Talk-Write that was effective used toward the students' ability in writing descriptive text for the seventh grade students of SMP Islam Ulil Albab Kebumen on academic 2019/2020.



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#### **4. Conclusion**

The result of this experiment study indicated that Think-Talk-Write is effective on student's writing descriptive text ability at seventh grade of SMP Islam Ulil Albab Kebumen in academic year 2019/2020. It is also confirmed that the effectiveness is at the moderate level of significance. The research result has shown that there is influence of using Think-Talk-Write towards students' descriptive text writing ability. From the result, it can be seen the average score of the student descriptive text writing ability who are taught by using Think-Talk-Write is higher than students who did not learn Think-talk-Write.

From the research finding, the output data of paired sample test shows that pre-test is 51,8214 and post-test 70,4286. The mean is to measure average of pre-test and post-test score. Thus, It means the students achievement in writing after being taught by Think-Talk-Write had better than before. Therefore, from both of the mean can be concluded that there is significance difference in students' writing achievement in descriptive text. So, this strategy is effective to teaching writing through Think-Talk-Write.

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