

THE EFFECT OF USING THE THINK-TALK-WRITE STRATEGY IN TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT TOWARD GRADE XI STUDENTS' WRITING ACHIEVEMENT AT SMA N 10 PADANG

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Abstrak

Penelitian ini bertujuan untuk melihat pengaruh penggunaan strategi Think-Talk-Write pada pengajaran menulis teks eksposisi analitikal terhadap pencapaian menulis siswa. Populasinya adalah siswa kelas XI SMA N 10 Padang tahun pelajaran 2013/2014 dengan sampel XI IPS 2 (kelas eksperimen) dan XI IPS 1 (kelas kontrol). Kelas eksperimen diajar menggunakan strategi Think-Talk-Write sedangkan kelas kontrol diajar menggunakan strategi pengajaran yang biasa dilakukan oleh guru di sekolah tersebut. Setelah *treatment*, diberikan *post-test*. Berdasarkan analisis nilai dengan rumus *t-test*, nilai t-hitung (2,33) lebih besar dari t-tabel (1,690). Sehingga dapat disimpulkan bahwa penggunaan strategi Think-Talk-Write pada pengajaran menulis teks eksposisi analitikal memberikan dampak yang lebih baik terhadap pencapaian menulis siswa.

Kata kunci : Think-Talk-Write, strategi, pencapaian menulis, teks eksposisi analitikal

A. Introduction

In teaching and learning English, there are two aspects that should be concerned. The first one is the language skills such as speaking, listening, reading, and writing. The second one is the language components such as vocabulary, pronunciation, and grammar. These two aspects are taught in order to make the students achieve the ability to deliver their ideas either in spoken or written form.

Writing skill is a productive skill which focuses in producing and creating information in written form. By writing the students can explore their mind, thought, ideas, feeling, and others. In order to make the students master the writing skill, it is developed in the teaching learning process.

Based on current curriculum that is KTSP (*Kurikulum Tingkat Satuan Pendidikan*), one of the purposes of Senior High School students in learning English is the students can develop the communication competence in oral and written form to achieve informational literacy level. In other words, in this level

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the students are hoped to be able to access knowledge with the language ability they have. Furthermore, the goal of writing English is the students are able to reveal the meaning and rhetorical steps in written text. In order to reach the goal itself, teaching and learning process should be directed to students in producing text by the goal of the generic structure and also the use of correct language features.

There are several types of text that are introduced to the students. The types are transactional – interpersonal text, functional text, and monolog text. The first one is transactional and interpersonal text. Transactional text is a dialog that has to do if you want to get something done while interpersonal text is a dialog that is used to socialize because there is somebody around you. For example, introduction, gossiping, chatting, showing happiness, showing sympathy, giving instruction, etc.

The second one is functional text which is a text that helps readers perform or function in their daily lives. This text consists of information or direction to help readers. Some examples of functional texts are announcements, advertisements, invitations, recipes, dictionary, and others. The last one is monolog text that consists of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

In the first semester of academic year 2013/2014, the second grade students are taught report, narrative and analytical exposition text. Based on the preliminary study at grade XI in SMA N 10 Padang by interviewing students and teacher and also from students' writing, it can be seen that the students had some problems in writing analytical exposition text. On the other hand, the target that must be achieved by the students is high. It means that the standard of score that the students must pass is 80.

The first problem was about generating and organizing ideas. The students admitted that it was so difficult to find ideas to be written and how to write it in good arrangement. The problem in generating ideas can be seen as the students spend long time in thinking and brainstorming ideas. Moreover, from the students' writings, it was found there were many mistakes that the students have done in organizing ideas. There were main ideas in a paragraph caused the paragraph has more than one meaning.

The second problem was about vocabulary, especially the choosing of words that they are going to use to describe what they mean. They are not able to say the words in English. They tend to use Indonesian style of English to translate the words. The third problem dealt with grammatical use. In the students' writings, it was found that they were still lack of grammatical mastery. In fact, as the writings are not in good grammar, the reader cannot catch and comprehend the idea of the writer.

There were so many problems that the students faced in writing an analytical exposition text, but the most urgent problem was about generating and organizing ideas. From 24 papers of students' writing an analytical exposition text which was used as preliminary data found that there was 73.7 % students got score less than 70 in generating and organizing idea. As a result, this problem will

be the most important thing to be solved because without a good idea and a good arrangement of ideas, writings will be nothing and the reader will not be able to comprehend what is the writings telling about.

Actually, the teacher used a strategy to overcome this problem. In the process of teaching, the teacher gives an example of the text, and then the teacher explains the generic structure and language features of the text. After that, the teacher presents a picture about the topic that the students are going to write. Then, students are asked to write a text with guided by the picture. However, this conventional teaching strategy (a strategy that is usually used by teacher) cannot increase the ability of students in writing an analytical exposition text. In fact, this strategy has a weakness: it is monotonous because there is no chance for students to discuss their ideas and how to arrange it well with their friends.

One suggested strategy that can help students to overcome the problems and develop their ability in writing an analytical exposition text is the Think-Talk-Write strategy. The Think-Talk-Write strategy is started with how the students think the solution of a problem and then followed by communicating the result of their thinking through a discussion. Moreover, from that discussion the students write down the final result of their thinking. The activities of thinking, talking and writing are teaching and learning activities that give chances to the students to actively participate. By doing these activities, automatically the students develop their language skills especially when they share the ideas, discuss the problem and write the discussion result.

According to Huinker and Laughlin (1996:81), the phases in the Think Talk Write strategy are: Think-Talk-Write. In Think phase, the students think the ideas about the topic they get and write down in a small note. In Talk phase, the students work in group and then they share ideas that they have made in the small note, discuss and solve the problem they face. After the discussion ended, the students write down the result of discussion. This phase is called Write phase.

In order to solve this issue, this research was about “*The Effect of Using the Think-Talk-Write Strategy in Teaching Writing An Analytical Exposition Text toward Grade XI Students’ Writing Achievement at SMA N 10 Padang.*”

Writing is one of English skills which the students must understand and comprehend. By doing writing, the student can explore what they have in their mind if it is meanings, opinion, feeling, ideas, thought, or others in written form to the reader. This statement agrees with what Hyland (2003:9) says, “writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views about a topic”. In other words, writing is a medium or tool that a writer can explore and transform everything in his/her mind on it.

Harmer (2001:255) says, “writing skill consists of a number of conventions. Apart from grammar and vocabulary, there are issues of letter, word, and text formations, manifested by handwriting, spelling, and layout and punctuation”. It means that the structures of writing are more complex. So, it can be indicated that all about the component of writing are very important. Students are not just only aware of the structure of sentences and the vocabulary used but also they have to acquire the more detail components.

In conclusion, writing is a tool to communicate with others which a writer can transform meanings, opinion, feeling, ideas, thought, or others in written form. By writing, a writer can convey and send the meanings to the reader. In order to make the reader can understand the meanings the writer should create a good writing by going through some processes.

There are three stages of teaching writing:

1. Pre-writing

In this pre-writing stage, the students are getting ready to write and they are planning out what is going to be written. So, the teacher should provide more time for the students to organize the ideas that they are going to write. As stated by Langan (2012:16) a writer may have trouble getting started writing. All writers requires much time in pre writing activity because they have to gather and generate ideas and information.

2. Whilst-writing

The activity in this stage is writing. It means that, this stage includes activities that the students are going to do during the time of writing. The activities are such as drafting, revising and editing. The drafting consists of rough drafting and final drafting. The rough drafting focuses on when students get their ideas on paper while the final drafting focuses on when students produce their final copy.

3. Post writing

This stage is significant for measuring the students' writing achievement. The students can share and present their writing and also the teacher gives comment and suggestions about the writing. In other words, from this post writing activity it can be known how well are the students in writing. Thus, in this stage the teacher is able to see whether the students are failed or successful in writing.

In teaching English in Senior High School, teacher has to treat students based on the purpose of studying English that is included in curriculum. The curriculum that is used in Indonesia now is Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum states that the standard of the competences and indicators that should be achieved by the students is based on the levels of education (in Depdiknas, 2006). The standard of competences and indicators rely on general objectives and material for the four skills; listening, speaking, reading, and writing.

This School Based Curriculum or KTSP uses Genre Based Approach. This approach is a set of instruction in teaching language that focuses the lesson on the genres. Based on Depdiknas (2006), in KTSP, the students are required to able to communicate both in oral and written competence by using many kinds of texts. By applying this approach in teaching English writing at Senior High School, an English teacher has to direct the students to the text. There are some kinds of text that are taught to the second grade students: report, narrative and analytical exposition text. The students are taught the social function, generic structures, and lexicogrammatical features of the text. The lexicogrammatical features tell about the use of appropriate tenses, diction and structure. Each of written genres has different knowledge of social functions, generic structures, and

lexicogrammatical features. So, the teacher teaches the tenses not independently but integrates to the text.

As stated by Knapp and Watkins (2005:194) that an exposition text simply starts with a thesis that puts forward a single proposition. It means that in exposition text, there will be only one viewpoint on the issue. The exposition text consists of two kinds; analytical exposition text and hortatory exposition text. In this research, it focuses on analytical exposition text.

Hartono (2005:6) says, “analytical exposition text is a text whose purpose is to persuade the reader or listener that something is the case”. So, in this text the writer tries to push the reader to a case by elaborating some arguments to convince them. In addition, Refnaldi (2010:217) states that an analytical exposition text is very effective to expose arguments to the reader as the purpose of this text is to argue that something is the case. The writer purpose in this text is to give acceptable and reasonable arguments.

There are three schematic structures of analytical exposition text, they are: thesis, arguments, and reiteration. Thesis is a core sentence that is usually located in the beginning of the paragraph. It means that it is a gate to start our arguments.

The thesis function is to introduce a writer’s statement of his or her position about a certain topic or problem (Refnaldi, 2010: 217). The next stage is about arguments. After making a thesis statement, the writer must give the arguments followed by a clear elaboration. Knapp and Watkins (2005:193) mention that an argument may comprise only one point and elaboration. The purpose of these arguments is to support thesis statement that includes some reasons about what happen, how, and why, related to the problem.

The final stage in the analytical exposition text is reiteration. It is the concluding statement where the thesis is reiterated. Moreover, in this stage, the writer restates her/his position. Briefly, the writer reinforces what has been explained in the previous stage to make the readers believe or to convince the readers that what is stated in the thesis statement can be accepted.

Suherman et al. (2003:260) say that Cooperative Learning includes students in a small group that work as a team to solve a problem, finish a task or do something to reach a common goal. In this learning, the point should be concerned is cooperation which is the cooperation between students in group to reach learning goal. However, not all of group cooperation is called cooperative learning.

As explained by Smith (in Barkley: 2005:13), there are five principles of cooperative learning:

1. Positive interdependence. It is established in the group through adoption of different roles that support the group moving to complete a goal.
2. The supporting interaction. Peers are hoped to interact, support and help each other.
3. Individual and group accountability. The group has responsibility to reach goal. As a result, every members also has to give their contribution about the problem they are solving because it is not only group will be assessed but also individual.

4. Development of interpersonal and small group skills. Every student is required to learn the material, interpersonal skill and small group so that they can participate well in a team work.
5. Group processing. The students have to learn evaluating the productivity of their own group. They have to decide what should be continued or changed from their group. Moreover, they also have to describe what members' action is useful or not for their group.

From the explanation of elements above, it can be said that in cooperative learning the students are more active. Furthermore, the students are required to be able to give their own opinion, idea and solve the problem so that the learning goal can be achieved.

Suherman et al. (2003:261) determine that in cooperative learning, the group should be heterogeneous whether academically or characteristically. If the students who have different academic skill placed in a same group, it will give benefits for the low students. Moreover, the benefits that will be gotten by the high students are their verbal communication will increase because in group they explain more to other friends about material so that they will more comprehend it.

According to Reiss (2012:41) learning strategies are the keys to academic success for all students. The intelligence of students does not guarantee the success of their academic. If they do not develop a repertoire of learning techniques and know what learning needs they need, it will be useless. So, in order to get benefits from their study, students must use appropriate learning strategies.

One of the learning strategies which the students can apply is Think-Talk-Write strategy. It is a cooperative learning strategy that basically consists of thinking, talking, writing activities. Huinker and Laughlin (1996:81) say, "thinking and talking are important steps in the process of bringing meaning into student's writing". In other words, it can be said that before writing a student need to think and talk about what they are going to write. It is done to make they easily write a text and their writing is valued.

Huinker and Laughlin (1996:83) clarifies that the processes of Think-Talk-Write strategy are in three steps, they are:

1. Think

In this step, students are engaged in thought-a reflective dialogue with themselves. The students write down the ideas and anything they are thinking about something in their own language on a piece of paper.

2. Talk

The next step is talk activity which is the student begin talking. In talking step, the students are divided into groups of four or five academically. This step allows students to discuss about what they have done in the first step. In this step, the students reflect, arrange, and share ideas in group discussion form. In addition, Reid in Huinker and Laughlin (1996:81) says that by talking to a sympathetic partner, a student can test ideas, explore words, experiment with different methods of organization and not lose valuable thoughts.

3. Write

In this step, the students write the result of discussion they get from the previous steps.

In addition, there are four advantages of Think-Talk-Write strategy (Lutfiyah, 2011:31):

1. The students participate actively in exploring a problem.
2. This method develops thinking, talking, and writing process which allow stimulus for students to study hard and find information from various sources.
3. The heterogeneous group increases the student's social relationship.
4. The students can construct their own knowledge from the result of discussion.

B. Research Method

The design of this research was experimental research because it examined the hypothesis proposed to verify whether the use of the Think-Talk-Write strategy in teaching writing analytical exposition text gives a better effect on students' writing achievement or not. This research used *Post test-only Control Group Design*. The population was the XI grade students in SMA N 10 Padang registered in academic year 2013/2014. By using cluster sampling method, the samples got were XI IPS 2 as experimental group and XI IPS 1 as control group. Experimental group was taught by using the Think-Talk-Write strategy, while control group was taught by using conventional teaching strategy.

Writing test was used as the instrument in this research. The test were validated by using content validity and then discussed with one of lecturer in English Department in UNP. And then to make the test reliable, the inter rater reliability was used. The researcher gave homogeneity test to the students in both groups to ensure that they were in the same ability before the treatment was given and post-test to see the students' writing achievement after the treatment. The allocation of time for the test was 90 minutes. The scores were collected as the data and analyzed by using t-test formula. The effect of the Think-Talk-Write strategy toward students' writing achievement was assured from hypotheses test.

C. Discussions

From the calculation by using t-test formula, it was found that the value of t-calculated was 2.33. The value of t-table at the level of significance 0.05 in the degree of freedom 35 was 1.690. It indicated that t-calculated was higher than t-table. It meant that there was a significant difference in the ability between experimental and control group after being given the treatment.

Table 1: Recapitulation of the Students' Post test Scores in Experimental and Control Group

	Experimental Group	Control Group
Number of Students	20	22
Mean	71.33	66.59

Standard Deviation	7.29	5.68
Variance	53.17	32.25
Max	85.5	83.5
Min	59.5	57.5
Sum	1426.5	1465
$t\text{-value} = 2.33$ $t\text{-table} = 1.690$ $P\text{-value} = 0.026$		

There were four students who got score in interval 80-89, eight students got score in interval 70-79, seven students got score in interval 60-69, a student got score in interval 50-59. In conclusion, there were four students who got the highest score and one student got the lowest score. The description of frequency distribution of the students' post-test scores can be seen in the following table.

Table 2: Frequency Distribution of the Students' Post test Scores in Experimental Group

Class Interval Mark	Frequency	Percentage
80-89	4	20
70-79	8	40
60-69	7	35
50-59	1	5
	N = 20	100

There were one student who got score in interval 80-89, five students got score in interval 70-79, fourteen students got score in interval 60-69, and two students got score in interval 50-59. It showed that there was one student who got the highest score and also two students got the lowest score. The description of frequency distribution of the students' post-test scores can be seen in the following table.

Table 3: Frequency Distribution of the Students' Post test Scores in Control Group

Class Interval Mark	Frequency	Percentage
80-89	1	4.6
70-79	5	22.7
60-69	14	63.6
50-59	2	9.1
	N = 22	100

From the calculation of the post-test scores using t-test formula, it was found that the value of t-calculated was 2.33 which was bigger than the value of t-table (1.690). In the t-test formula, if the value of t-calculated was bigger than t-table, it meant that the hypothesis was accepted. So, it could be said “the use of the Think-Talk-Write strategy in teaching writing an analytical exposition text gives a better effect on students’ writing achievement.”

This research showed the relevant finding with the previous researches by Zulkarnaini (2011). He found that the Think-Talk-Write strategy can be used as an alternative model in the learning to improve the writing achievement of students to think critically in generating and organizing the content of text systematically. The students in his research got a positive effect since applying this strategy. They thought critically and their achievement in writing was good rather than using conventional strategy. The result of Zulkarnaini’s research is almost as same as this research result. The students think and talk critically with their friends. They used to share ideas easily without afraid of making mistake and be laughed by their friends. They become more comfortable with this process. This situation makes good influence toward their writing.

By using the Think-Talk-Write strategy in teaching and learning writing process, the students can be active learners because when they have problems in getting and organizing idea, they can ask their friends in group to solve it. And then, based on the students’ writing organization it is found: (1) The students in experimental group organized the ideas better than the control group because they had already organized idea in talk phase with their friends. (2) Most of students in experimental group write their text in good language control and rhetorical features. These findings related to the theory of Huinker and Laughlin (1996:81) stated that the role of talk phase in the Think-Talk-Write strategy enable the students to construct meaning. Moreover, the dialogue with others allows individuals to negotiate meaning. In other words, this strategy works effectively that can help students to write well.

D. Conclusions and Suggestions

Related to the research findings that have been explained before, it can be concluded that the score mean of the students in experimental group who were treated by using the Think-Talk-Write strategy was greater than that of the students in control group who were not treated by the Think-Talk-Write strategy. To sum up, teaching writing an analytical exposition text by using the Think-Talk-Write strategy gives significant effect toward students’ writing achievement at the second grade of SMA N 10 Padang registered in 2013/2014 academic year.

Based on the results of the research, the researcher would like to give suggestions as consideration for some problems existing in teaching writing The teacher of English uses the Think-Talk-Write strategy in teaching writing, especially, for argumentative texts since it helps students in generating and organizing ideas in group because they have many chances to share and discuss with their friends about the ideas to be written so that their writing will be good. Moreover, for the next researcher, it is expected that the treatment was applied in

more meeting to achieve the maximal result. In addition, the next researcher is hoped to treat this strategy not only in writing an analytical exposition text but also in other argumentative texts.

Note: This article was written based on the writer's research on her final project under the guidance of Drs. Saunir Saun, M.Pd. and Rusdi Noor Rosa, S.S., M.Hum. as the supervisors.

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