

# IMPROVING STUDENTS' WRITING SKILL OF RECOUNT TEXTS BY USING THINK-TALK-WRITE STRATEGY AT GRADE VIII-B OF MTS SMQ BANGKO

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**Abstrak:** Artikel ini ditulis untuk menemukan pengaruh dari strategi Think-Talk-Write terhadap keterampilan menulis siswa mengenai recount text pada kelas VIII-B MTs SMQ Bangko. Tujuan dari penelitian adalah untuk menemukan apakah strategi Think-Talk Write dapat meningkatkan proses belajar pada teks recount, dan faktor – faktor yang mempengaruhi perubahan keterampilan menulis siswa. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus, setiap siklus terdiri dari lima pertemuan. Peneliti di bantu oleh dua guru sebagai kolaborator. Peneliti menggunakan tes menulis, daftar ceklist untuk observasi dan catatan lapangan, dan wawancara sebagai instrumennya. Temuan dari penelitian ini menunjukkan bahwa keterampilan menulis siswa terhadap teks recount meningkat melalui strategi Think-Talk-Write. Peningkatan di pengaruhi oleh beberapa faktor seperti topik yang sesuai, menghubungkan membaca dan menulis, otentik dan interaktif aktivitas, dan teknik mengajar guru.

**Keywords :** *writing skill, recount texts, think-talk-write strategy*

## **Introduction**

Writing skill is one of the four language skills that should be developed in learning English at Junior High School. Among the four language skills, writing is viewed as a difficult skill by almost all students. Expressing their ideas, opinions, feeling, and emotion in written form are not easy. They must transfer their ideas properly and naturally in a good and interesting writing. Thus, to do those they need to have a good writing skill.

In fact, based on her personal experince, the researcher as a teacher of grade VIII-B of MTs SMQ Bangko, on April 22<sup>nd</sup>, 2013 identified that thestudents did not have a good ability of writing

recount text. It was identified during the lesson in both mid and final semester tests. Moreover, referring to the rating scale of the students' writing test, the results shows that 81.58% students who were unable to express their ideas into written form in almost 90 minutes. The students spent a lot of time to write a text. there were only 3 of the students who had finished doing their tasks.

From the precentage of the students' skill above, the students seen to find difficulties in expressing their ideas to be written which have become a problem for them. It occurs to the students who had lack of ideas to write. It also happens because they spent a little time to read, so they had little views to write.

In addition, the students also had difficulties in organizing their ideas, 43.48% of the students (10 students) could not organize their ideas well. Their ideas might be clear, but it was very difficult for them to do the correction between them. It could be identified that they did not understand that their writing should have coherence, cohesion and unity.

Moreover, there were 20 of the students who had poor mastery of grammar. That condition had occurred for several times. 86.96% of the students did mistakes in using past form when they were asked to write recount texts. For instance, “when I go to the FA yesterday...” it is one of the simple sentences of past form, but some students still made mistakes.

Futhermore, almost 82.61% of the students conveyed that they absolutely did not spend much time to look up words in dictionary, even though they were lack of vocabulary. Most of the students did not take dictionary with them. In addition, the students also made mistakes in using the correct spelling of words, capitalization and punctuation, for example, the use of capital letters and commas.

From the description above, one of the important factors causing the students' low writing skill is the teacher. The writing strategies in the classroom is normally employed by the teacher may not work well. As a result, the students have difficulties to develop themselves in teaching and learning writing. So that, the ability to write recount text could be improved. On the other hand, as the English teacher, the students are expected to be able to master the indicators of how the recount texts

should be written in the process of producing a good writing.

The teacher didn't have a appropriate strategy in teaching writing. The teacher tried to use some strategies. There are many kinds of learning model such as jigsaw, Two Stray, Talking Stick, Role Play, etc. But, in fact students mark got score under passed minimum critria. The teacher still gets problems in her class. In this case, the researcher will try to give Think-Talk-Write strategy as a solution to solve this problem, particularly in learning of recount text.

Thus, The teacher used Think-Talk-Write strategy as the strategy of writing skill of students at grade VIII-B to help them be more active, reactive, responsible, autonomous, critical, expressive and reflective writer. The researcher used this strategy for the students of grade VIII-B MTs SMQ Bangko to improve the teaching learning process in writing skill.

From the statement and the phenomena above, the researcher considered that the strategy need to be changed in order to solve the problem related to students' writing skill. The researcher tries to improve students' writing skill of recount texts by using Think-Talk-Write Strategy at grade VIII-B of MTs SMQ Bangko. Furthermore, it is expected that students' writing skills can be improved. Think-Talk-Write strategy is a new strategy in MTs SMQ. Think-Talk-Write strategy is actually quite appropriate for Junior High School education. Hopefully, through Think-Talk-Write strategy students can improve their speaking and writing. Because, basically Think-Talk-Write strategy built

through thinking, speaking, and writing, starts from the involvement of students in thinking or dialogue with himself after the process of reading, then talking and sharing ideas (sharing) with his friend before writing.

Think-Talk-Write Strategy is one of cooperative learning model. According to Lie (2002: 29) "cooperative learning model is different from simply learning in groups". The difference is the basic elements of cooperative learning which are not encountered in the learning group that performed poorly. Cooperative learning model procedure which done correctly will allow educators to more effectively manage the classroom.

According to Huinker & Laughlin (1996: 81) that, there are three stages in Think-Talk Write Strategy, they are:

a) Thinking stage

Thinking and talking are important steps in the process of bringing into students' writing. It can be seen from the process of reading a text or a story and making a note of what has been read with their own word. In this stage, students are thinking about possible answers (solving strategies) individually. Phase of thinking could include activities that allow students to think a problem in the questions form and think to answer.

b). Talking stage

This stage is take communicate the students with group members. This stage is encourage to explore the words and the testing of ideas. It is way to the students writing from their contributes and construct of meaning. So here, in talking

stage the students are discuss and explore their ideas. It can develop their ideas, comprehend more, and recognize their ideas. Huinker & Laughlin

(1996:81) support that "communication can take naturally, but not write. The students are learn the communication process through their life in social environment. The communication process can be built at grade and used as a tool before writing". Phrase of talking is important to create an interesting learning process and communicative. Students are directed to study in groups and interact with members of their group. They ask each other and discuss to find the right answer from the think stage. A discussion on stage talk means to express and reflect the students' minds.

c). Writing stage

The next stage is writing stage, it is a step where the students give the results of discussion/ on the worksheet provided (student activity sheet). Writing stage means constructing the idea, because after discussions, the students express their idea through writing. Writing stage will help students in making concept development of students and express their ideas in writing.

From the explanation before, the researcher conclude that Think- Talk- Write (TTW) strategy to improve their writing skill on learning recount text. So, the researcher concludes some points for conducting Think-Talk-Write Strategy as follow:

- a. Teacher gives text/ card questions to students.
- b. The students are read the text
- c. The students makenotes.
- d. The students are make a group consist of 3 or 6 students.
- e. The students are discuss with their friend in one group and resolve the problem by self in their own word.
- f. The students are write the answer of qustions in their own wordindividually.
- g. The candidate of group is present in the front of class, and another group give comment.
- h. The teacher makes reflection or conclude the learning material.

Based on those explanations, the purposes of the research are:

1. To find out what extent Think-Talk-Write strategy improves students' writing skill of recount texts at grade VIII-B of MTs SMQ Bangko.
2. To find out the factors that influence the changes students' writing skill of recount texts by using Think-Talk-Write strategy at grade VIII-B of MTs SMQ Bangko.

### **Method of the Research**

This research was conducted in MTs SMQ Bangko. It applied Think-Talk-Write strategy at the students of grade VIII-B in two cycles. Each cycle consist of five meetings (4 meetings for process and 1 meeting for test). The time for each meeting was eighty minutes (2 x 40). Each cycle consisted of four stages: plan, action, observation and reflection.

The researcher choose class B of MTs SMQ Bangko. From the experience of researcher who had ever taught in class VIII B showed

that the interest and liveliness of students in VIII-B class were lower than the other classes. For this research, the researcher took a part in this class as the teacher of MTs Syekh Maulana Qory. The research instruments used writing test, observation checklist and field note, and interview. This research had conducted for two month, since February till March, 2014.

The data was collected from record and collect the real information about teaching and learning process. Instruments for collecting qualitative data by giving observation, field note, and interview. It used to know all factors that influence the progress of the students' writing skill through Think-Talk-Write strategy And for collecting quantitaive data by giving writing test. The data used to know whether Think-Talk-Write strategy can improve the students' writing skill

In analyzing the data, it were used quantitaive and qualitative data. This data analyzed and related to quantitative data. It described and explained the result got from quantitative data. The researcher analyzed the data by using qualitative analysis by Miles and Hubberman (1992:20) there are three steps in analyzing qualitative research, those are: data reduction, data display and drawing conclusion or verification.

In quantitative analysis, the students' score of writing test has been taken as the data. First, the researcher collected the data from two cycles in order to generalize it easily. Then, the data from writing test analyzed by using writing rubric from Brown (2004) to suit with the

features of recount text and the curriculum. There were five aspects that was evaluated such as organization (generic structure of recount text), logical development (content), grammar (language features), punctuation, spelling and style and quality of expression or vocabulary.

Next, the researcher found out the mean. The mean was used to see the average score of writing skill in each cycle. It was displayed in a chart to see the comparison of both mean from two cycles. The formula to find the mean score can be seen in the writing test instrument.

### Findings and Discussion

Findings of the research based on the result of test and observation from each cycle. Each cycle consisted of four stages: plan, action, observation and reflection. It was used as consideration to make revision and improvement for each cycle. The findings of this research were described below:

#### 1. The Extent to Which Think-Talk-Write Strategy Improves the Students' Writing Skill of Recount Texts at Grade VIIB of MTS SMQ Bangko

The researcher used the score of three scorers to compare the mean scores of students' writing recount text each cycle. And also, based on the three scorers, the researcher got students' mean score of writing recount text in each cycle test.

The researcher used the result score from three scorers to compare with the mean scores of students' writing recount text

#### Table 14. Mean Score of Students' Writing Indicators of

#### Recount Text Before Cycle and First Cycle Test

| No | Indicators                             | Before Research | Cycle I      | Improvement |
|----|--|-----------------|--------------|-------------|
| 1. | Generic structure                      | 68.91           | 71.09        | 2.18        |
| 2. | Content                                | 67.39           | 70.00        | 2.61        |
| 3. | Grammar                                | 63.91           | 66.74        | 2.83        |
| 4. | Mechanic                               | 68.26           | 70.65        | 2.39        |
| 5. | Vocabulary                             | 66.96           | 69.57        | 2.61        |
|    | Total mean score from whole indicators | <b>66.78</b>    | <b>69.61</b> | <b>2.83</b> |

From the data above, it could be seen that each writing skill indicator increased before cycle to the first cycle. The mean score of generic structure before cycle to first cycle test increased 2.18, content increased 2.61, grammar increased 2.83, mechanic increased 2.39, and vocabulary increased 2.61, and whole increased 2.83. It shows that the students' writing skill was better than before implementing Think-Talk-Write strategy. The result were not satisfying enough because students' mean score of whole indicators could not achieve the KKM. It is better for the researcher to conduct the next cycle.

in before cycle to second cycle test. The researcher used it to compare the mean scores of students' writing recount text before research. Thus, the researcher knew the influence of

Think-Talk-Write strategy on the students' writing scores of recount text.

**Table 14. Mean Score of Students' Writing Indicators of Recount Text First Cycle and Second Cycle Test**

| No | Indicators                             | First Cycle Test | Second Cycle Test | Improvement |
|----|--|------------------|-------------------|-------------|
| 1  | Generic structure                      | 71.09            | 73.04             | 2.39        |
| 2  | Content                                | 70.00            | 72.17             | 2.17        |
| 3  | Grammar                                | 66.74            | 69.57             | 2.83        |
| 4  | Mechanic                               | 70.65            | 72.83             | 2.18        |
| 5  | Vocabulary                             | 69.57            | 72.17             | 3.60        |
|    | Total mean score from whole indicators | <b>69.61</b>     | <b>72.04</b>      | <b>2.43</b> |

From the data above, it could be seen that each writing skill indicator increased cycle I to cycle II. The mean score of generic structure cycle I to cycle II increased 2.39, content increased 2.17, grammar increased 2.83, mechanic increased 2.18, and vocabulary increased 2.60, and whole increased 2.43.

The tests given to the students in order to measure their improvement of writing skill at the end of cycle one and two, then it showed that using Think-Talk-Write strategy resulted in a good improvement of students' writing skill. It could be seen from the students' average scores that increased in each cycle. The

following table comparison of the students' writing skill before cycle to second cycle:

**Table 1. The Comparison of the Students' Writing Skill Before Cycle to Second Cycle**

| No | The Writing Indicators of Recount Text | The Steps of Research |         |         |
|----|--|-----------------------|---------|---------|
|    |  | Before Research       | Cycle 1 | Cycle 2 |
| 1. | Generic structure                      | 68.91                 | 71.09   | 73.48   |
| 2. | Content                                | 67.39                 | 70.00   | 72.17   |
| 3. | Grammar                                | 63.91                 | 66.74   | 69.57   |
| 4. | Mechanic                               | 68.26                 | 70.65   | 72.17   |
| 5. | Vocabulary                             | 66.96                 | 69.57   | 72.04   |

Based on the result of students' activities of cycle I to cycle 2 showed the improvement in cycle I students still did not understand yet toward Think-Talk-Write (TTW) strategy, lack of using English, could not work as a team (team work), etc. In cycle II teaching and learning activities was more effective than cycle I. It was caused students had known, enjoyed, and enthusiastic to followed learning with the Think-Talk-Write (TTW) strategy and felt comfortable. Based on the data above, can be concluded that through Think-Talk-Write (TTW) strategy could improved the students' writing skill in recount text at grade VIIIB of MTS SMQ Bangko.

## 2. Factors that changed students' writing skill of recount texts through Think-Talk-Write strategy at grade VIIIB of MTS SMQ Bangko

The researcher did interview in order to get the data about factors that cause the changed of learning effectivity through Think-Talk Write strategy. The interview was done during teaching and learning process in cycle I and II.

There are many factors influence the changes students' writing skill of recount text such as;

1. The topic given and appropriate topic size
2. Connecting reading and writing; the students will get more background knowledge. Thus, it help them to develop their idea in the next writing process.
3. Authentic and interactive writing activities; the students will be more enjoyed, active, and creative in learning writing.
4. Framing the teachers' techniques; teacher can use some techniques to make teaching and learning process more colorful. It also a way to balance between the process and product. The students will be enjoyed in writing because they get any guiding in each step of writing process.

The results showed that there was a better improvement of students' writing recount text that before conducting the research. However, there were some limitations and weaknesses of the research, as follows:

1. The research was carried out of limited time and materials.
2. The students were sometimes bored with the teachings.

### Suggestion

1. For the researcher: researcher can help students to improve their writing skill by using Think-Talk-Write

strategy through implementation of those steps more detailed.

2. For the next researchers: researcher suggests to improve students' writing skill through Think-Talk-Write strategy in other kinds of text.

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