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The Effect of Think-Talk-Write (TTW) Strategy on Writing Descriptive Text Ability at SMA Negeri 1 X Koto Diatas

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Abstract

The aim of the study was to determine whether the Think-Talk-Write (TTW) strategy at SMA Negeri 1 X Koto Diatas had a better effect on students' ability to write descriptive than the discovery learning method. experimental study was carried out using a post-test only design, indicating no pre-test was given. The Students in grade 10 at SMA Negeri 1 X Koto Diatas made up the study's population. X.E3 and X.E1 were selected as the experimental and control groups, respectively, for the sample. The control group received teaching using the discovery learning method, whereas the experimental group received teaching using the Think-Talk-Write (TTW) strategy. As instrument, the written test was employed. The independent t-test was used to examine the study's formula. The significance of the difference between the experimental class and the control class was assessed using this method. The analysis of the data revealed that the experimental class's mean score (81.84) was greater than the control class's mean score (73.35). The value of sig (2-tailed) in this study, according to the independent t-test results, is 0.004, which is lower than the significance alpha 0.05. It indicates that the alternative hypothesis, which claimed that the TTW technique had a more significant impact on students' writing abilities in descriptive texts than discovery learning, is accepted. In conclusion, the students who were taught using the Think-Talk-Write (TTW) technique had better writing scores than the students who were taught using the discovery learning method

INTRODUCTION

When students learn English as a foreign language, one of the skills they acquire is the ability to write. Writing is one of the important language skills for human communication, which allows people to convey their thoughts, ideas, feelings, knowledge, and other things. People put all of their thoughts or ideas on paper, from word to sentence to paragraph to essay, so that people can read and understand them. As a result, it is essential for students to learn how to write as it is the foundation of communication, with the written word serving as the medium for the ideas, beliefs, and knowledge that authors need to share.

Based on the current curriculum, that is *Kurikulum Merdeka*, the approach used in teaching English at the SMA level is based on a genre-based approach (Kemendikbud, 2022). This means that in teaching English, it is focused on strengthening students' ability to use English in various types of texts. In addition, language teaching at the high school level aims to encourage students to have communicative competence by using the kind of texts in the written English language systemically. Therefore, there are several genre of text that are taught for high school level students. Descriptive writing is one of the genres learned by senior high school students in the tenth grade.

A descriptive text indicates the person, place, or object that is being described (Anderson and Anderson, 2003). Lewin (2003) added that "Descriptive text describes someone, something, or some places clearly for your readers." It means that writing descriptive text describes something, a place, or people in order to lead the reader to feel the writing itself. Furthermore, writing has a purpose as a way of communicating to deliver ideas to the readers. According to Hartono (2005), the aim of a descriptive writing is to describe certain people, locations, or objects. In addition, Axelrod and Charles (2010) in their book provide three purposes for writing descriptive text. The first one is to give a perception of a person or place to the readers. The second is to give illustrate abstract ideas. The third is to give information momentously or encourage the reader an argument.

In writing descriptive text, the writer needs to know how to construct it. It is usually called as the generic structure which helps the writers in organizing their text. Hammond (1996) asserts that descriptive texts contain the general structures of identification and description. Additionally, Gerot and Wignel (1995) make the same claim that descriptive writing uses the general structures of identification and description. Identification as the first generic is to identify the phenomenon that needs to describe. Identification is the first clause and general basic statement in the beginning paragraph that gives the topic or introduce the subject that will be described. The second generic structure in descriptive text is the description. In this stage, a writer needs to describe parts, characteristics, size, physical appearance and qualities of a particular thing.

Based on discussions with the English teacher at SMA Negeri 1 X Koto Diatas, the researcher discovered that the tenth grade students had problems in writing, such as in term of grammar, vocabulary, content, and organization. They also had difficulties in generating ideas into sentences. Then, they got difficulties in transferring and organizing their ideas from their native language to English language which is still the main problem for students. In addition, the strategy is only used by English teachers that is the discovery learning method. This method has been used by English teacher since the 2013 Curriculum until it switched to *Kurikulum Merdeka*. As a result, students become bored and uninterested in writing activities due to old learning methods and no other techniques applied in learning.

Based on the problems above, the appropriate method is considered as one of the factor in creating successful learning. Ökmen and Kilick (2016) argue that the method in language learning is an element of teaching that will help students to achieve learning targets in fastest and most reliable way. In addition, Memis and *JELT*, 12(1),122-130

Erdem in Ökmen and Kilick (2016) stated that in selecting a method, It is vital to comprehend the basic rules, restrictions, uses, and features of the approach. Therefore, the teacher need to have the option of choosing a teaching method or strategy that provides writing practice for students

One of the strategies that can be used in learning descriptive text is Think-Talk-Write (TTW) strategy. This strategy uses the communicative approach where since learning is the process of social and behaviour, this strategy was developed so that students can interact socially with each other in teaching learning activity.

The TTW method, gives time for students to think about and reflect on their ideas before they are obliged to write. The movement of communication has a substantial influence on teaching activities in later courses when students are actively considering or reflecting on concepts and material from talks with friends from a group and conveying concepts to one another. The writing can then be filled with the students' thoughts (Huinker and Laughlin in Zulkarnaini, 2011). The TTW strategy may be stated as having three stages before writing. The first step is think, in which students try to think independently or grasp the topic. The next is talk, where the students talk, share, and exchange ideas with one another in their groups. The final stage is writing, where the students return to their seats and begin to compose their own essays based on the results of the conversation. The TTW technique encourages children to think creatively, to speak out loud, and to enjoy writing their ideas.

TTW strategy is also helpful to gain the students' ability in oral communicative skills and social skills. In addition, Gofisnovega (2015), the TTW method is helpful to strengthen students' writing skills through the stages suggested in this technique. It also helps students become more confident in sharing their thoughts and developing their critical thinking skills. The students are required to express their ideas and share them in a group discussion to get advice and motivation from each other. This gives the opportunity for students who were previously passive to actively participate in teaching and learning activities. In addition, by using TTW strategy, each student will have their own version of the writing from the conclusion of the discussion so that each student has different writing skills. While other teaching discussion strategies they make writing together with the members in their group. However, this is cannot be known as the difference in the writing ability of each student.

There have been some previous studies dealing with this TTW strategy, such as researched by Tambunan and Saragih (2007) who investigated using the TTW technique help raise students' proficiency in writing descriptive essays. According to their research, the teaching-learning process was successful, students engaged in writing with enthusiasm and interest, and their descriptive writing proficiency had increased. Then, there is a study conducted by Gofisnovega (2015) examined the TTW method for teaching writing of descriptive text. His research determined that the TTW technique was effective for teaching writing.

So far, there are so many studies that have examined the effeciancy of TTW strategy in writing descriptive text. However, in this research has a novelty which TTW strategy will be compared with the discovery learning method to know whether the TTW strategy is more operative than discovery learning method in writing descriptive text.

RESEARCH METHOD

1. Research Design

This study used quasi-experimental that included experimental and control groups. In order to compare the treatment between the two groups (the experimental and control groups) this research also used a post-test only design; no pre-test was given. The control class got treatment using the discovery learning approach, whereas the experimental class got treatment using the TTW strategy.

2. Population and Sample

The participants in this study are students in the 10th grade at SMA Negeri 1 X Koto Diatas. It consists of three classes which have a total of 72 students. The sample was then selected using cluster random sampling technique. As the experimental and the control group, two classes were choosen as the sample for this study. The researcher chose two classes that had almost the same average based on the grades of the placement test. As a result, it was found that class X.E1 and class X.E3 had a significant average. Then, the researcher decided on X.E3 as the experimental class and X.E1 as the control class.

3. Instrumentation

Tests were used as a technique in this case. The test was administered to both groups. The test has the same topic in both two classes. The test's objective is to measure each student's proficiency in producing descriptive texts. The students were required to pick one of the three available topics and produce a descriptive text that was based on that topic. In 90 minutes, there should be 150–200 words on the test. The descriptive text is assessed using the following criteria: content, organization, vocabulary, language, and mechanics. The paragraph writing test has a 100-point maximum score.

4. Procedure of the Research

The first step was administering a placement exam to participants in grade 10 to evaluate their level of English proficiency. In contrast to the control class, which employed the discovery learning method, the experimental class used the Think-Talk-Write strategy. Six meetings totaling 90 minutes make up the course of the treatment. After the training, the investigator administered the test to the students. The goal of this experiment is to identify if the Think-Talk-Write method has a more substantial impact on writing descriptive text than the discovery learning method.

5. Technique of Data Collection

The writing test was distributed by the investigator and the instruction for the test was clearly stated in the writing test, but the researcher repeated it orally before they began writing. The time of test was given 90 minutes. After the test is finished, the answer sheet was collected by the researcher. Then, the students' answer sheet is copied for each class, one of them will be given to the first scorer and another one to the second scorer. After that, the first scorer and second scorer gave scores on the test. Students' scores in writing descriptive text in both groups were used as the data.

6. Technique of Data Analysis

6.1 Students' Scores Analysis

In assessing students' writing tests, the researcher used a rubric to evaluate the tests. In this research, analytical scores will be used to evaluate students' writing assignments. As stated by Weigle (2002) analytical score is used because it provides more useful diagnostic information about students' writing ability. This assessment will show the strengths and weaknesses in each aspect. In addition, there are five components conducted in the scoring of writing. Heaton (1988) stated that content, organization, vocabulary, language use, and mechanics are components in the scoring of writing assessments. 6.2 Normality Test

The testing normality is used to verify whether the obtained data are distributed normally. Shapiro-Wilk analysis of the normality test will be used in this study and was carried out using the SPSS software. If the normality test indicates that the data are not normally distributed, it suggests that. However, if the consequence is that the data is spread normally.

6.3 Homogeneity Test

After that, the variance of data is tested to find out if they are equal or homogeneous. The analysis of the homogeneity test will use Levene Statistic in SPSS Program with $\alpha = 0.05$. If the homogeneity test resulted $< \alpha = 0.05$, the data are not homogeneous. However, if the result is $> \alpha = 0.05$, therefore the data are homogeneous or have equal variances.

6.4 Hypothesis Test

The hypothesis testing was examined using SPSS's independent samples T-test. An independent samples T-test was applied to investigate if the students' performance in the two classes differed significantly from one another. *The 2-tailed* test of significance is used to regulate the degree of significance. The alternative hypothesis (Ha) is denied and the null hypothesis (Ho) is approved. if the P-value or sig (2-tailed) for the testing category is larger than 0.05. One may argue that there are not many differences between the two groups. If the P-value or sig (2-tailed) is is not larger than 0.05, the null hypothesis is denied and the alternative hypothesis (Ha) is approved. It means the two groups are very different from one another.

RESULT AND DISCUSSION

1. Data Description

The post-test that was administrated to both classes provided data for this study's analysis on the writing performance of the students. The experimental group had a minimum score of 66 and a maximum value of 96, according to the data analysis. The average score is 81.84, with an 8.168 standard deviation and a 66.773 variance. While in the control class, it was discovered that students' writing scores varied from a minimum of 50 to a maximum of 91. The average score is thus 73.35, with a variance of 120.510 and a standard deviation of 10.978. The information is displayed in the following table:

Table 1. The Summary of Students' Writing in Experimental and Control

Ciass									
Class	N	Sum	Mean	Max	Min	SD	Var		
Experimental	25	2046	81.84	96	66	8.168	66.773		
Control	23	1687	73.35	91	50	10.978	120.510		

Table 1 above shown that the average score of experimental have better results than students of the control class.

The following graph, which was analyzed using the statistical program Minitab 16, shows the data of students' writing scores in the experimental and the control group

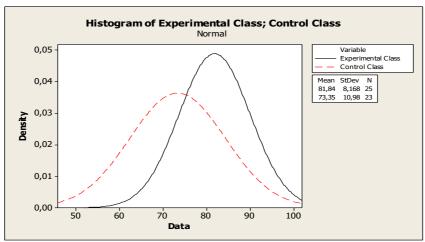


Figure 1. The Histogram of Students' Writing Test in Experimental and Control Group

It can be observed from the histogram above that the mean score of experimental group was 81.84 and its standard deviation was 8.168. In contrast, the standard deviation was 10.98 and the mean score was 73.35 in the control group. Then, It is possible to infer that the experimental group's mean was greater than the control group's. Additionally, the experimental's standard deviation is lower than the control's. This suggests that the experimental class's pupils' test scores are rising and approaching the mean. Comparatively, the outcomes of the pupils in the control group were erratic and deviated more from the mean. In other words, pupils in the experimental class performed better on the writing assessments than those in the control group.

Thus, the data presented above, it was evident that students who received instruction using the TTW technique scored better on writing tests than those who received instruction using the discovery learning strategy.

2. Finding

2.1 Normality Test

The data are classified as normal if the significant values above the significance alpha 0.05. The normality of students' writing score in both class is showed in the table below:

Table 2. The Normality Testing of Students' Writing in Experimental and Control Class

Tests of Normality									
		Kolmogorov-Smirnov ^a			Shapiro-Wilk				
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.		
Score	Experimental Class	.171	25	.059	.949	25	.243		
	Control Class	.206	23	.012	.930	23	.110		

a. Lilliefors Significance Correction

According to table 2 above, the writing samples from both classes were distributed normally. It was proved by the fact that the significant from each class is not lower than the significance alpha 0.05. The experimental class' significance value is 0.243, whereas the control class' score is 0.110.

2.2 Homogeneity Test

The data are categorized as homogenous if the significant values are bigger than significance 0.05. The following table demonstrates the uniformity of students' writing scores across the two classes:

Table 3. The Homogeneity Testing of Students' Writing in Experimental and Control Class

Test of Homogeneity of Variance									
		Levene Statistic	df1	df2	Sig.				
Score	Based on Mean	.592	1	46	.446				
	Based on Median	.519	1	46	.475				
	Based on Median and with adjusted df	.519	1	42.673	.475				
	Based on trimmed mean	.568	1	46	.455				

Table 3 above demonstrates that the data of students' writing abilities are homogeneous across the two groups. As can be seen, the "based on mean" significance value was 0.446, above the significance alpha of 0.05.

2.3 Hypothesis Test

If the P-value or sig (2-tailed) is below significance alpha 0.05, the alternative hypothesis (Ha) is approved and consequently the null hypothesis (H0) is denied.

Table 4. The Summary of T-test Analysis of Students' Writing in Experimental and Control Class

Enjoinmental and Control Class											
Independent Samples Test											
		for Equ	e's Test ality of inces	t-test for Equality of Means							
		F	Sig.	Т	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper		
Score	Equal variances assumed	.592	.446	3.057	46	.004	8.492	2.778	2.900	14.084	
	Equal variances not assumed			3.020	40.491	.004	8.492	2.812	2.811	14.174	

The sig (2-tailed) is 0.004 in the table 4, which is not bigger than 0.05. It indicates that the null hypothesis (H0), claiming that "TTW strategy does not have a significant effect on a student's writing ability in descriptive text than the discovery learning method," is not accepted, while the alternative hypothesis (Ha), which claimed that "TTW strategy gives significant effect on the writing ability in descriptive text than the discovery learning method," is accepted. As a result, students who received instruction using the TTW strategy scored higher in writing test than those who received instruction using the discovery learning method. The analysis's findings demonstrate that the TTW strategy is more successful at teaching students how to write descriptive texts than in the discovery learning method..

3. Discussion

Based on the analysis of the hypothesis indicates that the mean score which applied the TTW strategy, which is 81.84 was higher than the mean score of the control class, which is 73.35 with applied discovery learning method. Thus, using the TTW strategy is effective to produce higher achievement in writing descriptve text. It is cevered by Huinker and Laughlin (1996) emphasize the relevance of thinking and

discussing activities in the process of developing meaning in students' writing. Students will be encouraged to think, discuss, and write on a certain topic by using this technique.

Furthermore, Students who were taught utilizing the TTW strategy were given time to reflect and think about the material or ideas. Then they can organize and testing of those ideas through the talking process before before students are required to write. According to Huinker and Laughlin (1996), communication has a significant impact on teaching and learning activities. Students are elaborated in thinking about or reflecting on concepts and knowledge they acquired through speaking or communicating with friends, and they can then incorporate this information into their writing. Therefore, implementing the TTW strategy in writing class can help students to increase their thinking skills and can interact socially with each other.

Moreover, this finding of the research was in line with the findings of the previous research who investigated by Khairani (2020), Belangi (2019), Hasanah (2019) who found that The TTW method is an effective technique for enhancing pupils' descriptive text writing skills. The study's findings demonstrate that the pupils' writing abilities have progressed in descriptive text after using TTW strategy.

In addition, the researcher found that the TTW strategy was very helpful where it can minimeze the students' writing, such as lack of vocabulary, content, and error grammatical. It is supported by Kamilia (2019), the benefits of the TTW strategy is to solve students' problems for their writing. The TTW strategy facilitated the students to create and gain their own ideas and then encourage the students to develop their ideas through the talking process or discussing group. In discussion, they also learned to think about the concept, share and exchange ideas each other and then it will be poured to become a descriptive text..

CONCLUSION

According to the findings, the sig (2-tailed) is 0.004, which is less than the significant alpha of 0.05. Therefore,the The TTW technique has a better influence on students' descriptive text writing abilities than the discovery learning method. In other words, TTW strategy was successfully implemented for the 10th graders of SMA Negeri 1 X Koto Diatas. This strategy presentated a good result in teaching of descriptive text. Moreover, the TTW strategy gives students the equipment they need to develop their own ideas, develop critical thinking, and come up with their own ideas. It also gives them the confidence to share their ideas with others, sort through the information from group discussions, and organize their thoughts into an insightful composition text. Consequently, the TTW method helped students write text..

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