
THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY AND STUDENTS' READING HABIT TOWARD STUDENTS' WRITING ABILITY

Heny Ambarsari, Hermawati Syarif, and Refnaldi
Language Education Program, Universitas Negeri Padang
Email: henyambarsari89@gmail.com

Abstract

The purpose of this research was to find out the effect of Think-Talk-Write Strategy and students' reading habit toward students' writing ability of report text. The design of this research was quasi experimental with 2x2 factorial design. The population of this research was the third grade students of SMP IT Al-Husna Kampar Riau. The technique that was used in selecting the sample was cluster random sampling. The sample of his research was IX C as the experimental research and IX D as the control class. Writing test and reading habit questionnaire were used as the research instruments. Furthermore, the data were analyzed by using t-test formula and two ways Anova. The finding showed that Think-Talk-Write Strategy gives significant effect on students' writing ability as compared to Listing Strategy especially for students with high reading habit as compared to Listing Strategy. The result of two ways Anova showed that there is no interaction between strategy used and reading habit toward students' writing ability.

Keyword: *Think Talk Wirte Strategy, Listing Strategy, Students' Reading Habit, and Writing Ability*

1. INTRODUCTION

Writing is one of the core skills for success in education. The ability to write has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, homework, project papers, reports, and even final exams. To support students' ability in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings. Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing. There are some monologue texts that are taught in junior high school, such as descriptive text, recount text, narrative text and report text. The researcher focused on report text which is taught in the third year. As stated in the curriculum, the students are expected to be able to write a short report text. Report text is a text which contains information about the phenomena, whether natural or non-natural. The explanation is not about process of forming phenomena but explanation about description which has function to inform scientifically and knowledge-improving which is useful as knowledge to readers (Anderson and Anderson, 1997). In fact, the researcher found that there was a contradiction between the goal of the curriculum and the result.

Based on interview and observation, the reseacher found that the teacher almost used Listing strategy in teaching writing. According to Nichol (2011:2), listing is a strategy that let the students to jot down a list of phrases or single words. For non fiction, the list can consist of opinions, arguments, facts, questions, or components, or any combination of the above. For fiction, the list consist of people, places, and things, values and qualities, goals and obstacles. Ferris and Hedgcock (2005:149) state that listing is the process of generating ideas that offers another way of producing concepts and sources for further thought, exploration, and speculation. Listing is distinct from free writing and brainstorming in that students generate only words and phrases, which can be classified and organized if only in a sketchy way. In short, the activities

usually started by asking students to make a list of their opinion or thinking based on a certain topic. Then, the students discuss it in the classroom and develop it into a written text.

Unfortunately, the application of Listing strategy did not provide a significant improvement on the part of learners' writing ability particularly on report text content properly. In short, they gain unsatisfactory marks in writing ability. Seeing this fact, in order to make all students in the class can perform well and give their maximal potential in writing class; there must be a suitable strategy implemented in teaching writing in the class. There are several strategies that can be used in developing writing ability such as: CIRC (Cooperative Integrated Reading and Composition), dialogue journals, RAFT strategy and others. For this research, writer has big interest in implementing think-talk-write (TTW) strategy in experimental class. Here, writer wants to see the effectiveness of think-talk-write (TTW) strategy to students' writing ability on report text.

Many researchers have proved the effectiveness of using think-talk-write strategy in the educational field. Hafrizon (2011), Rosida (2013), Ratna (2015), Rizka (2017) in their researches, have shown that Think Talk Write (TTW) can be a good strategy in teaching writing and speaking. Hafrizon (2011) states using think-talk-write strategy in the process of teaching speaking is a solution in making the classroom more alive. The students become more active in giving their opinion related to the topic given, especially in 'talking stage'. Meanwhile, Ratna (2015) find out the effectiveness of Think-Talk-Write (TTW) strategy in teaching writing descriptive text. In her research, the students who have a broad knowledge and active students will help the other students who have low ability in understanding the text by sharing together in a group (talking stage). After that, they can write down what they have discussed in the form of essay by using their own words. In short, we can concluded that think-talk-write strategy give advantages to help the students in achieving writing ability.

Basically, Think-Talk-Write (TTW) strategy was built through thinking, speaking, and writing (Huinker and Laughlin, 1996:82). It starts from the involvement of students in thinking or dialogue with himself during the process of reading, then talking and sharing ideas with his friend before writing by their own language about the text. In writing report text, the students must give factual information, classification of the whole class of natural or non-natural phenomenon and also gives description in general scientifically. Because of that, by using Think Talk Write (TTW) strategy the students is expected to read the information of the things that they want to describe in general from the text given by the teacher. Then, the student will read, brainstorm, and make a note of what has been read in thinking stage. After that, the students communicate with group members by doing discussion, explore ideas, comprehend more and reorganize their ideas, express and reflect the students' mind. The last, the students express their ideas by constructing and connecting the idea in written form.

Meanwhile, Iru (2012: 67) states "Think Talk Write is a cooperative learning model of learning activities that started through the activities of thought (think), talk/discussion, exchanging ideas (talk) and write the results of the discussion (write) that the learning objectives and competencies expected to be achieved". It is the same idea that proposed by Lie (2002:29) "cooperative learning model is different from simply learning in groups". The different 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 Kagan (2012:2), there are five key elements which define characteristics of cooperative learning, namely: 1) Team formation of 2-5. It means, teacher will divide the students into some group with different abilities, gender and so on. 2) Positive interdependence. It means, the team has same goal and positive interdependence can take several different forms. 3) Individual accountability means contribute to academic gains; reward accountability (team grade based on individual test scores) and task accountability (each student accountability to group for her project portion). 4) Social skills means the students will learn the problem faced during the activity such as how to listen to each other, resolve conflicts, set and revise agendas and so on. 5) Structuring and structure a critical component.

From the explanation above, it can be concluded that the positive atmosphere of learning arising from the cooperative learning method can provide an opportunity for students to love the learning, teachers and schools. In fun activities, students feel more motivated to learn and think. In this group, students are asked to read, make note, explain, listen, and share ideas with friends and then express it through writing.

The other factor affected the students' ability in writing report text is the less of reading habit. It is often defined as routine activities of the students to obtain information and gain knowledge in how to understand the message conveyed by the author through the texts that they read. One of the language skills that support students' writing ability of report text is reading. As stated by Marahimin (1994:8), reading is one of the tools to get writing skill. To write a report text, students need more reading. By doing reading habit, students can get more information and knowledge. Reading habit will help the students in understanding report text.

According to Tarigan (2008), high reading habit made the students share their ideas and background knowledge with their friends in group. By reading habit, it can broaden the mind, make your ideas overflow, make the brain and mind active, stimulate the formation of new information in the system of memory ready to be remember at any time, enrich vocabulary, sentence choices, and manner of presentation that can be used in writing, and make someone able to analyze the text. Thus reading is inevitably process that must be followed by those who have wish to be able to write. If students have difficulty during writing and always stop at the sentence or the first paragraph, it could be cause for too little stock of information that students had before.

Based on the pedagogical justifications mentioned above, the mutualism relationship between Think Talk Write strategy and students' Reading Habit toward students' writing ability is supported from empirical perspective. Therefore, the reseacher wants to find out some issues that formulated into following hyphotheses: 1) Think Talk Write strategy produces better achievement on students' writing ability of report text than Listing strategy, 2) Think Talk Write strategy produces higher achievement on students' writing ability with high reading habit than Listing strategy, 3) Think Talk Write strategy produces higher achievement on students' writing ability with low reading habit than Listing strategy, 4) There is any interaction between strategies used and Reading Habit toward students' writing ability.

2. RESEARCH METHOD

This research is a quasi experimental research with factorial design. Each factor had two levels. So this research was diagrammed as follow:

Table 1 Design of the Research

Technique Reading Habit	Think Talk Write (A1)	Listing (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

- A1B1 and A1B2 : the students with high and low students' reading habit who were be taught through Think Talk Write strategy (Experimental class)
- A2B1 and A2B2 : The students with the high and low students' reading habit who were be taught through Listing strategy (control class).

The population of the research was the grade IX students of junior high school located in Riau province. The population consisted of four classes. Cluster random sampling technique was used to take the sample. IX C was chosen as the experimental class which was taught by using

Think Talk Write strategy and IX D as the control class which was taught by using Listing strategy.

In data collection, the researcher used Reading Habit questionnaire and writing test. The researcher used questionnaire to measure the students' Reading habit and writing test was used to measure students' writing ability. To ensure the validity of the data, questionnaire was tested by using construct and content validity and the reliability of the questionnaire data was tested by using cronbach alpa. Writing test was tested by using construct and content validity and inter-rater for reliability. Both questionnaire score and writing score were analyzed by using Liliefors test for normality and Variance test for homogeneity. Furthermore, hyphoteses testing were used t-test formula especially for hyphotesis 1,2 and 3. Meanwhile, the fourth hypothesis was computed by using two ways Anova to see the interaction between strategies used and students' reading habit toward students writing ability.

3. RESULT AND DISCUSSION

This study was an attempt to examine the effect of Think Talk Write strategy on teaching writing of report text compared to Listing strategy viewed from students' Reading Habit level. After giving preferential treatment in the sample, the reseacher obtained some results toward students writing ability of report text in the experimental class which is taught by using Think Talk Write strategy and control class which is taught by using Listing strategy. The results can be seen in table 2.

Table 2. Descriptive Statistics of Students' Reading Habit and Students' Writing Ability in Experimental Class and Control Class

Score	Students' Reading Habit			Students' Writing Ability		
	N	Sum	Mean	N	Sum	Mean
Experimental class	28	3649	130	28	2000	71
Control Class	28	3544	127	28	1770	63

Table 2 shows that total score of students' Reading Habit in experimental class (3649) is higher than those in control class with 3544. Certainly, mean score in experimental class (130) is higher than control class (127). Furthermore, total score of students' writing ability in experimental class (2000) is higher than those in control class with 1770. Certainly, mean score in experimental class (71) is higher than control class (63).

Furthermore, students' writing scores of experimental class and control class are divided into two categories based on the students' reading habit level namely high and low level. The result can be seen in the following table 3:

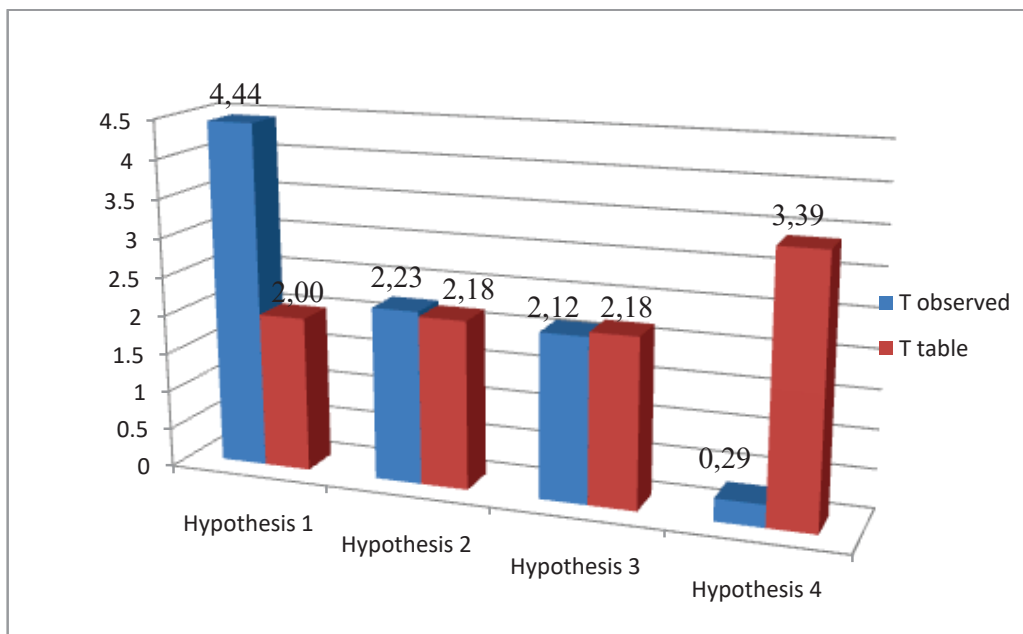
Table 3. Descriptive Statistics of Students' Writing Ability in Experimental Class and Control Class with High and Low Reading Habit

Variable	Experimental Class				Control Class			
	High		Low		High		Low	
	Total Score	Mean	Total Score	Mean	Total Score	Mean	Total Score	Mean
Writing Ability	528	75	472	67	462	66	426	61

Table 2 shows that total score of students' writing ability in experimental class with high Reading Habit (528) is higher than those in control class with 462. Certainly, mean score in experimental class (75) is higher than control class (66). Furthermore, total score of students' writing ability in experimental class with low Reading Habit (472) is higher than those in control class with 426. Certainly, mean score in experimental class (67) is higher than control class (61).

Furthermore, students' writing scores of experimental class and control class were used to test the research's hypotheses. The results of hypothesis testing can be seen in the following chart 1.

Histogram 1. Descriptive statistic of Hypotheses' results



Histogram 1 describes that alternative hypothesis is accepted if the score of t_{observed} was bigger than the score of t_{table} , and null hypothesis is accepted if the score of t_{observed} was lower than the score of t_{table} . Based on the chart above, the results of this study are: 1) Think Talk Write (TTW) strategy produces better achievement on students' writing ability of report text than listing strategy, 2) Think Talk Write (TTW) strategy produces higher achievement on students' writing ability with high reading habit than listing strategy, 3) Think Talk Write (TTW) strategy produces lower achievement on students writing ability with low reading habit than listing strategy, 4) there is no interaction between Think Talk Write (TTW) strategy and reading habit toward students' writing ability.

The results of hypotheses above indicate that Think Talk Write (TTW) strategy is more effective than Listing strategy especially for students with high Reading Habit. The use of Think Talk Write Strategy gives students a good way to explore their writing skill. It engages the students actively in some activities during teaching writing. It started from the involvement of students in thinking or dialogue with himself after the process of reading, then talking and sharing ideas with his friend before writing by their own language about the text. By exposing the students to the topic, the students will be attracted that may encourage further writing. This is supported by Iru's statement (2012: 67) that mentioned Think Talk Write (TTW) strategy is a cooperative learning model of learning activities that started through the activities of thought (think), talk/discussion, exchanging ideas (talk) and write the results of the discussion(write) that the learning objectives and competencies expected to be achieved. Therefore, Think Talk Write (TTW) strategy is better than listing strategy in guiding the students to produce a good writing.

Brown (2000: 7) argues that teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning. Listing Strategy has been done his goals but Think Talk Write (TTW) Strategy gave more on setting a supportive and a positive condition for learning which make the students work and think for their task. Furthermore, the students who have high reading habit have positive view on writing activity. They were more interested and

also actively involved in writing activity than the students who have low reading habit. The students with high reading habit tend to adapt to the new teaching strategy better than the low reading habit students, because they eager to know the new things related to writing activity.

Furhermore, teaching writing through Think Talk Write (TTW) strategy encourages the students to do several activities as the main point to achieve better writing skill. In teaching learning process, Think Talk Write (TTW) strategy needs the students to read and understand the text by self while making notes (thinking stage). Then, they had a chance to sit in group after thinking stage where the members of the group discuss about the text that they had read (talking stage). In this stage, the students should be active in gaining information related to the topic given. The students with low reading habits could not interact with their friends. They tend to be silent during the discussion because they had less of information that related to what they had discussed. They did not know what to say about the topic that they were discussed.

As stated by Diem (2000) high reading habits can help someone to improve his/her understanding of the development, writing organization, the choice of words, spelling and grammar. Furthermore, low reading habit makes the students have limited vocabulary. The students with low reading habit tend to use repeated words in their writing. There was no variation of words in their writing. Moreover, low reading habit students have difficulty during writing and always stop at the sentence or the first paragraph, it could be cause for too little stock of information that students had before. Even though, the students with low reading habit are given a new strategy in teaching writing, it could not directly help them to change their mindset about writing activity which also affect their writing ability. Think Talk Write (TTW) strategy does not help the students who have low reading habit. The mean scores of students' writing ability are almost the same in experimental and control class.

Based on the teaching and learning process that had been done, the students with low reading habit sometimes were not interested to collaborate with their friends. They tended to be passive in the discussion. They just received their friends' suggestion without response their friends' argument. Besides that, they were afraid to show up their opinion related to the topic given, lazy, and uncomfortable to suggest their suggestion. These were the reasons why the students with low reading habits who were taught by Think Talk Write (TTW) strategy did not get higher achievement in writing report text than those who were taught by listing strategy. This explanation is relevant with the finding of the third hypothesis where Think Talk Write (TTW) strategy is not appropriate in teaching writing for students with low reading habit.

Furthermore, there is no interaction between Think Talk Write (TTW) strategy and reading habit toward students' writing ability as the result of the fourth hypothesis. It can be seen in the following figure.

Chart 1. Relationship between Strategies and Students' Reading Habit and Writing Ability

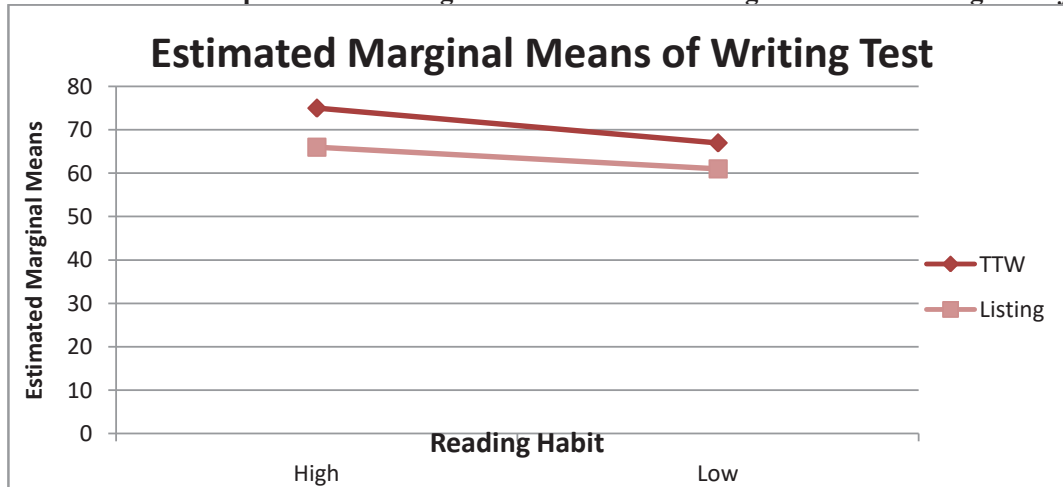


Chart 1 describe that shows that there is no interaction between strategies (Think Talk Write (TTW) strategy and Listing) and students' reading habit (high and low level) toward the students' writing ability.

In general, the data of the research showed that the average score of the students' writing test in experimental class which is taught by using Think Talk Write (TTW) Strategy is higher than those in control class who are taught by using Listing Strategy. It shows that applying the proper teaching strategies can also help the students to get a better result. Then if we see from the classification of reading habit, the average of writing test of those who have high reading habit is higher than those who have low reading habit. But, based on the analysis of the fourth hypothesis testing, it shows that there is no interaction between both teaching strategies and students' reading habit toward students' writing ability.

In addition, the chart of interaction between strategies, reading habit and students' writing skill of report text shows that the lines do not cut one another. According to Irianto (2007:254), there is an indication of interaction between two factors if there is an existence of nonparallel lines (lines that cross or converge) in the result of a two-factor study chart. The line in the interaction chart shows a parallel line. So, it concluded that there is no interaction between teaching strategies and students' reading habit toward the students' writing ability. It means that the effect of teaching strategies on the students writing ability doesn't depend on the students' reading habit. An important aspect in interpreting result of interaction is that because of possible interaction, what may not be true for a total group may not be true for certain subject population.

4. CONCLUSION AND SUGGESTION

The result of this research indicates that Think-Talk-Write (TTW) Strategy gives significant effect on students' writing ability of report text. This strategy encourages the students to express their ideas in written form. It provides the students to do some activities in gaining the target of writing by doing some stages; thinking, talking and writing. It also encourages the students to improve their reading habit because they have already had an input and ideas to share during the learning.

Furthermore, the result of this research also indicates that Think-Talk-Write (TTW) strategy can effectively be applied in teaching writing, especially for the students who have high reading habit. The students who have high reading habit give positive attitude toward writing activity can easily adapt to a new teaching strategy and they enjoy it. Thus, the combination effect of an appropriate teaching strategy and the students' who have high reading habit toward writing can effectively support the students to have better writing achievement.

Meanwhile, for the students who have low reading habit, Think Talk Write (TTW) strategy does not give significant effect toward students' writing ability on report text. The students who have low reading habit need more supporting factors to help them focus and increase their writing ability, such as more interesting teaching materials, more variation of writing activities and exercises, lack of pressure in writing activity and so on. Therefore, the students who have low reading habit toward writing ability need more attention to make them get better writing achievement.

Finally, the finding of this research also shows that there is no interaction between the two strategies used and students' reading habit toward their writing ability of report text. It shows that no matter what the teaching strategy is, the high reading habit got higher score than low reading habit students.

BIBLIOGRAPHY

- Anderson, M., and Anderson, K. 1997. *Text type in English 1*. Melbourne: Macmilan Education Australia.
- Brown, H. Douglas. 2007. *Teaching by principles: An Interactive Approach to Language Pedagogy*. (2nd ed). New York: Addison Wesley Longman, Inc.

- Diem, Chuzaemah Dahlan. 2000. "Kebiasaan Membaca dan Kemampuan Berbahasa Inggris Guru SMU Se-Provinsi Sumatera Selatan". Forum Pendidikan UNP, No.03 Tahun XXV-2000, hal 257-268.
- Ferris, Dana R. And J.S. Hedgcock. 2005. *Teaching ESL Composition: Purpose, Process, and Practice* (Second Edition). New Jersey: Lawrence Erlbaum Associates.
- Hafrizon. 2011. "Improving Students Speaking Ability in Learning Application Procedure with Think-Talk-write (TTW) Learning Model to Students of X Grade SMAN 6 Jambi City". *Thesis*. Jambi: Universitas Negeri jambi
- Huinker, D. dan Laughlin, C. 1996. Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond*. USA:NCTM
- Irianto, Agus. 2007. *Statistik: Konsep Dasar dan Aplikasinya*. Jakarta: Prenada Media Group
- Iru, La dan La Ode Safiun Arihi. 2012. *Analisis Penerapan Pendekatan, Metode, Strategi dan Model-model Pembelajaran*. Bantul, DIY: Multi Presindo
- Kagan. 2012. *Cooperative Learning or Positive Independence* http://www.google.com/institute_for_Character_Education.html. Retrieved on: May 20, 2015.
- Marahimin, Ismail. 1994. *Menulis Secara Populer*. Bandung: Remaja Rosydakarya.
- Nichol, Mark. 2011. '5 Brainstorming Strategies for Writers'. Retrived on January 5th 2015 from <http://www.dailywritingtips.com/5-brainstorming-strategies-for-writers>.
- Ratna Prasasti Suminar and Giska Putri. 2015. "The Effectiveness of TTW (Think-Talk-Write) Strategy In Teaching Writing Descriptive Text." *Journal of English Language and Learning*, Vol. 2 No. 2, Mei 2015 ISSN : 2354-7340. University of Swadaya Gunung Jati Cirebon.
- Rizka Indahyanti. 2017. "Think Talk Write Strategy toward Students' Writing Ability." *Journal of Language Teaching and Literature*, Volume 4, Number 2, August 2017 pp. 139 – 150. Fakultas Keguruan & Ilmu Pendidikan, Universitas Cokroaminoto Palopo, Sulawesi Selatan.
- Rosida. 2013. "Penerapan Teknik TTW (Think, Talk, and Write) untuk Meningkatkan Keterampilan Menulis Puisi Siswa Kelas V SDN Gisikdrono 02 Semarang." *Thesis*. Semarang: State University of Semarang.
- Tarigan, Henry Guntur. 2008. *Membaca sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.