IMPROVING STUDENTS' WRITING SKILL USING THINK TALK WRITE (TTW) STRATEGY AT IX GRADE SMPN 17 MERANGIN ACADEMIC YEAR 2024/2025

Murnianti[1], Elmaida[2], A.Eki Kurniawan Sy.[3] Ade Naya Pratiwi[4]
[123]Lecturers of English Education Study Program of
Merangin University
[4]Student of English Education Study Program of
Merangin University
Merangin University
Jl. Jenderal Sudirman KM.02 Bangko, Telp/Fax: (0746) 322655, Indonesia.
e-mail: murniantiamir2014@gmail.com, elmaida_86@yahoo.com,
aeki32@yahoo.com

Abstract: *This research was conducted based on the issues that occurred in writing at class IX A SMPN 17 Merangin. The students struggle to write English text, the methods are less varied, and there is a lack of writing interest. This was known through observations and interviews on July 22nd, 2024. Therefore, to address this issue, there were some problems that found in teaching writing. The problems are, first the students have lack vocabulary, it makes students did not understand about how to explore their idea when they write. Second, in teaching writing process especially in simple descriptive text, students did not to understand about many aspect of descriptive text. The third problems, some students are low interest and teaching learning process. The researcher applies a strategy that can enhance students' writing skill, namely the Think-Talk-Write (TTW) Strategy. The aim of this study is to improve students' writing skill of descriptive texts through the Think Talk Write Strategy. The method is Classroom Action Research (CAR) conducted in two cycles, with each cycle consisting of two meetings. The subjects of this research are the students of class IX A SMPN 17 Merangin, totalling 17 students; however, in the cycle I first meeting, only 2 students participated (1 student were absent and 1 student were sick). The second meeting in cycle I the students were completed. In the cycle II in the first and second meeting the students were completed. Data was collected using writing tests and observation sheets for teachers and students. The data was analysed using percentage formulas. The pre-test and Post-Test I showed an increase from 23,5% to 35,3%, there increase of 11,8% or 4 students. From Post-Test I to Post-Test II, there was an increase from 35,3% to 76,5%, there increase of 41,2% or 6 students. The aim of this test was to know improvement students writing skill. Based the findings, results, and discussion in this study, it can be concluded that the students of class IX A SMPN 17 Merangin can improve their writing skill using the Think Talk Write Strategy. This is evidenced by the students' test results before and after using the Think Talk Write Strategy in the teaching and learning process. Based on this case, the research recommends an alternative strategy for teachers to implement the Think Talk Write Strategy in teaching, as it makes it easier for students to writing a text and also encourages students to be more active in learning.*

Key Words: *writing, descriptive, think, talk, write.*

INTRODUCTION

Writing is one of the four language skills that students must master. Writing is very important for students to develop their English because writing provides benefits for students who write to make their ideas clear and understandable. According to Fidari (2021) state that writing is an activity of communication by changing observations, thoughts, or ideas into language using the correct procedures. In other words, we can say that writing is a way of communicating by expressing ideas, opinions and feelings to other parties through written language.

Based on the result of interviewed between researcher and English teacher Mrs. Ari Transminingsih, S.Pd, on July 22nd, 2024. She said that many students get scores below the KKTP (Kriteria Ketercapaian Tujuan Pembelajaran), while the KKTP that must be reach is 75-100 and 0-74 is not reach KKTP. The English teacheer also said that in implementing learning in class, students were enthusiastic in responding to it, but the majority were unable to write and had difficulty understanding the material provide by the teacher. The teacher also said that

students lack vocabulary. It that make the students difficult to write what they think.

Researcher also interviewed IX A students at SMPN 17 Merangin on July 22nd, 2024. Researcher interviewed some students in this class: there were six students who interviewed the researcher. Two students interviewed in person and four students interviewed via WhatsApp. Based on interviewed researcher with students, the researcher knew that 6 students: 2 of them had low interest, and 4 students had high interest to learn English subject. From the results of the interviewed, the 2 students that had low interest said that them don't interest to learning English, their said that English subject is so difficulties to understanding. While, 4 students that high interest said that they very enthusiastic and interested to learning English lesson, but their vocabulary is so lack, so it's made them to always learning English subject.

Based on the problem above, the researcher interests to use the Think-Talk-Write (TTW) strategy to solve the problems. It also makes students

feel free and comfortable to share their ideas with friends in their group.

REVIEW OF RELATED LITERATURE
Related Theory
Concept of Writing

Writing is an activity conducted by every student when the process to learned in teaching every day. According to Harmer (2004:31) writing encourage students to focus on accurate language development as they resolve problems. In addition, writing is an activity white require experience, time, opportunity, and skill.

Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. Writing is a skill that doing through some steps that must be act with instructing skill, art and step to these al be effective.

In another definition put forward by Arriyani and Sari (2019:33) explained that "Writing is important to express what the researcher thought through written form and it is also used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language".

In conclusion, the researcher concludes that writing a way to communication by transforming observations, information, thought, or ideas into language by using correct procedure. And also, a way to convey his or her views and could be defined as a tool of written communication between the writer and the reader using like as creating, organizing, writing, and polishing. In order that, the reader understood the message or information sent.

Purpose of Writing

Adapted from Juzwiak (2009:18), there are five purposes of writing:

1. To inform

   Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

2. To educate

   To broaden someone's knowledge or expertise, often for

academic or professional purpose. For example, a textbook for a human development course might offer an-depth discussion of the stages of emotional development in children

3. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

4. To inspire

To positively influence or motivate other. For example, an essay about the challenges and rewards of running a marathon might inspire other to admire the effort, if not to run the marathon themselves.

5. To persuade

The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

Process of Writing

Harmer (2004: 4-6) the writing process into four ways are planning, drafting, editing and final version. The explanation as follows:

1. Planning

Experienced reserchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.

2. Drafting

Drafting begins when the pencil hits the paper and sentences begin to be composed. It includes freewriting, reading what has been written, and deciding what to do next.

3. Editing

Editing focuses on grammar, usage, and mechanics. Self-editing and the help of an outside editor are common. After editing, students rewrite and proofread to check for copying errors. The students, in the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation

by the teachers. The elements above are important in writing process. Without these elements, in producing the writing cannot perfect.

4. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Components of Writing

According to Brown (in Isnaini, et al, 2019: 417-418) there are five components of writing: contents, organization, vocabulary, grammar, and mechanics.

Kinds of Writing

As stated by Kane (1988: 6-7), there are several types of writing created by a writer. He classifies the most common kinds of writing that consist of narrative, descriptive, expository, and persuasive.

Concept of Think-Talk-Write (TTW) Strategy

According to Arriyani and Sari (2019) the aims of the Think-Talk-Write (TTW) learning technique is to help students become better writers. Additionally, we can state that the think-talk-write strategy is a successful way to help kids develop their ideas and educate them to write, particularly for descriptive text. Another definition forward by Asvini et al (2020) state that Think-Talk-Write (TTW) Strategy is a way for students to master by getting them to think creative, talk actively and enjoy writing their idea. Additionally, we can state that the think-talk-write strategy is a successful way to help kids develop their ideas and educate them to write. It helps students improve their writing skills by following a structure process that involves three main steps: thinking about the content, talking about it, and writing it down.

According to Silver and Smith (in Suminar & Putri, 2015) The Think-Talk-Write technique can be applied in a number of ways, such as:

a. The teacher decided the classroom into several groups that consist of 4-6 students.

b. The teacher explains TTW strategy and Descriptive text. (like a Generic structure and Language Features).

c. The teacher give students a picture relating to animals, people, or places.

d. Students imagine describing the image and take brief notes on their own (think). Every student in the group shares their personal thoughts regarding the image. The goal of this exercise is to help students separate or synthesize the concepts from the readings so they can be translated into the language itself later.

e. Students discuss about brief notes they have prepared with other students in their respective groups. Students talk about the outcomes of a group of concepts they came up with on their own in this exercise (Talk).

f. From the results of the discussion, Students individually create knowledge in the form of written responses to questions. into a descriptive text consisting of 2 paragraphs (write).

According to Yamin and Anshari (in Syafitry, 2020) there are the steps of Think-Talk-Write (TTW) Strategy are:

a. Students read a text and taking notes
on what they have read, students hold a group discussion (Think).

b. Students to do interaction and collaboration with their firends in group to discuss the notes (Talk).

c. Students express the results of discussion in the form written text (Write).

d. Last, learning activity to make reflection and conclusion about they have learned.

Based on thesis experts above, the researcher conclude that used steps by Silver and Smith (in Suminar & Putri, 2015). Because this step was appropriate with this research and students' skill.

METHODOLOGY OF STUDY

This research was conducted as Classroom Action Research (CAR). The goals is to improve and enhance the quality of learning in the classroom. In this study, Classroom Action Research (CAR) is also a study that can improve writing skill among students. According to Fahmi et al (2021) explained that action research is research conducted with some actions in improving a method, pattern, strategy, rules and concepts in a program or activity so that get the best results from previous activities.

According to Arikunto (in Saputra, 2022) that the study Classroom Action Research states from definition of three words research, action and class. Research is the process of observing an object while adhering to specific methodology rules in order to gather data. An action is a deliberate act carried out with a specific goal in cycles, and a class is a collection of students who are present at the same time and location to receive instruction from the teacher. This indicates that the classroom activity research is an activity or study that a teacher conducts in the classroom using cycles to gather student data.

Based on the opinions above that Classroom Action Research is research that a researcher must directly do the learning activity in the classroom, what the problems that have by students, researcher must find the solution of the students have. Therefore, the researcher chooses the Classroom Action Research as a method do the research in improving the students mastery in Writing. This research also attempted to explain an overview of the using of think talk write strategy in teaching writing skill

class IX A. This research design was used to figure out the student's The Used of Think-Talk-Write (TTW) Strategy in Teaching Writing skill Class IX A at SMPN 17 Merangin.

To measure the parts of understanding and learning outcomes of students in the initial cycle and continue in the next cycle. To find out the results of student evaluations researchers, use the formula by Sudjiono (in Rumiyati, 2017):

$$M = \frac{\sum \chi}{N} \times 100$$

M: Average value
$\sum \chi$: Sum of all score
N : Score maximum

The formula percentage of learning result by Sudijono (in Rumiyati, 2017):

$$P = \frac{f}{N} \times 100\%$$

P : Percentage

F : Frequency

N : Total

This research was carried the school is located at Rambe Street, Mekar Jaya, Tabir Selatan District, Merangin Regency, Jambi. The researcher started from first semester academic year 2024/2025. The headmaster of SMPN 17 Merangin is Mr. M. Effendi, S.Ag.

The aims of this research is to determine the improvement in students' descriptive text in writing skill using think-talk-write (TTW) strategy in the IX A grade at SMPN 17 Merangin for the 2024/2025 academic year.

RESULT AND DISCUSSION
Pre-Test

The Pre-test was carried out on September, 20, 2024. In the pre-test, students were asked to answer a question. This is a essay test. There are five indicators of writing that students must answer; Content, Organization, Grammar, Vocabulary, and Mechanic. And the average score of 17 students is 18 students or 85% have not reached the KKM target and there are only 3 students

or 15% who have reached the KKM target.

Based on the data obtained in the pre-test, which was make a text before learning think-talk-write (TTW) strategy, only six students reached KKTP (Kriteria Ketercapaian Tujuan Pembelajaran) out of 17 students in class IX A. As a percentage there were 23,5% who reached or passed the KKTP and 76,5% did not reach or have

not passed. The table below shows the percentage of student writing skill on the pre-Test.

Based on the data from the Pre-Test, students in class IX A SMPN 17 Merangin have not achieved the criteria of accuracy because the standard target is 75%. So, learning continued in cycle I.

Based on all writing indicators that have been increased based on average score, namely the Content (C) indicator with a score of 3,3, up from a previous score of 2,4, and the Organization (O) indicator with a score 2,4, up from a previous score of 2,1, the Grammar (G) indicator with a score 1,8, up from a previous score of 1,4, the Vocabulary (V) indicator with a score 2,7, up from a previous score of 1,9, the Mechanic (M) indicator with a score 2,1, up from a previous score of 1,8. In this test, the low scored was to Grammar. But, there was increase from pre-test only 4 students reach KKTP, and this post-test 1 added 2 students total 6 students that reach KKTP.

Based on result, as is evident, there are five indicators that have been assessed, namely, Content (C) with a score of average 3,5, Organization (O) with a score of 2,8, Grammar (G) with

a score of 2,1, Vocabulary (V) with a score of 2,9, and Mechanic (M) with a score of 2,8. This shows that of the 17 students, there were 13 students who passed KKTP or 76,5% and 4 students or 23,5%.

Based on Pre-Test, the results showed only 23,5% of students who are qualified for KKTP and 76,5% who are not qualified. The post-test I result showed that 35,3% of students were qualified and 64,7% were non-compliant with KKTP. With this explanation, it can be concluded that there is an increase from Pre-Test to Post-Test I of 11,8%, and increased from Post-Test I to Post-test II of 41,2%.

Based on the explanation above, the results of students from Pre-Test, Post Test I, and Post Test II have increased. Students of Class IX A SMPN 17 Merangin have achieved a standard target accuracy of 75%, and their Post-test II score is 76,5%.

According to the results of the observations, many important findings and contributions found in cycles I and II indicate students' improvement during the learning process. After observing and applying learning, the researchers found that students were better at grasping and gaining better grades. The learning process is successful and the learning objectives can be achieved, as shown by the student observation sheet during learning, which shows that students become more active and better.

However, from the following meetings, students began to be more active in learning. Findings from the observation indicate that the use of the think talk write strategy can help in their understanding of the text.

Think-Talk-Write (TTW) Strategy has a positive influence on improving writing skill in students of class IX A SMPN 17 Merangin. It is supported by Arriyani and Sari (2019:33) explained the goal of the Think-Talk-Write (TTW) learning technique is to help students become better writers. It also can we say that think talk write strategy an effective approach to develop students' idea and teaching writing, particularly for descriptive text. It is cited through relevant research by Khairani (2018) also conducted research titled "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eighth Grade Students of MTS Negeri

4 Langkat Academic Year 2019/2020". From Khairani's research results through the learning activity with the TTW strategy, she only conducted 1 cycle. The implementation from pre-test to cycle 1 showed a significant improvement, so that she stop in cycle 1, which also had a positive impact on the students as it encouraged the class discussion model with the TTW strategy, and the teacher was able to manage the classroom situation effectively.

CONCLUSION AND SUGGESTION

Conclusion

The research results from the Pre-Test and Post-Test I to Post-Test II stages show an improvement in students' writing skills at each stage using the Think-Talk-Write (TTW) Strategy. The used of the Think-Talk-Write (TTW) Strategy can enhance students' writing skill of descriptive text in class IX A SMPN 17 Merangin for the 2024/2025 academic year, with an increase of 76,5%.

Suggestion

From the conclusions presented above, the researcher offers several suggestions that can be considered. the

Researcher recommends an alternative strategy for teachers to implement the Think Talk Write (TTW) strategy in the learning process, as using this strategy makes it easier for students to understand writing activities, and it can also indirectly improve students' grades. The researcher recommends this strategy because it has been applied to students and the resulting scores have shown significant improvement. Students should have great motivation because their curiosity will grow towards good writing habits. By using writing strategy like Think Talk Write, students are able to better write the text by writing intensively.

REFERENCES

Arriyani, N & Sari, V. (2019). Teaching Writing Through Think, Talk, Write (TTW) Techniques for Junior High School Level. *Holistics Journal*, 11(2), 33- 47.

Asvini, K.D, et al. (2020). The Effectiveness of Think-Talk-Write (TTW) Strategy on Students' Writing Skill of the Tenth Grade Students at SMKN 1 Sukasada in the Academic Year 2019/2020. *Jurnal Pendidikan Bahasa Inggris*, 8(1), 21-27.

Fahmi. (2021). *Penelitian Tindakan Kelas*. Jawa Barat: Adab.

Fidari, R. (2021). An Analysis of Students' Ability in Writing Announcement Text at the Second Semester of the Tenth Grade of SMAN 1 Ambarawa in the Academic Year of 2020/2021. Raden Intan Islamic University: Lampung.

Harmer, Jeremy. (2004). *How To Teach Writing.* England: Pearson Education Limited

Juzwiak, C. (2009). *Stepping Stones A Guided Approach to Writing Sentences and Paragraphs.* New York:Bedford/St.Martin's

Khairani, A. (2020). The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eighth Grade Students of MTS Negeri 4 Langkat Year 2019/2020. State Islamic University Of North Sumatera Medan: Medan.

Rumiyati. (2017). Improving students writing ability in narrative text by using draw label caption at eight grade MTS renah pembarap accademic year 2016/2017 .

Saputra, R, M. (2022). The Use of Buzz Group Technique to Improve Student rRading Ability in Class VIII at SMP IT Dhuafa Academic Year 2021/2022.

Semi, Atar. (2007). Dasar - *Dasar Keterampilan Menulis.* Bandung: Angkasa. Suminar, R. P, and Putri, G. (2015). The Effectiveness of TTW (Think-Talk-Write) Strategy of Teaching Writing in Descriptive Text. *Journal of English Language and Learning, 2(2). 299-304.*

Syafitry, Ayuni. (2020). The Influence of Using Think Talk Write Strategy Towards Students' Writing Ability in Report Text. Islamic State University of Raden Intan Lampung: Lampung.