

THE EFFECTIVENESS OF USING THE *THINK-TALK-WRITE* (TTW) STRATEGY TO TEACH WRITING SKILLS AT THE TENTH-GRADE STUDENTS OF SMAN RAKSA BUDI

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Abstract

The aim of the research was to find out the effectiveness of the Think-Talk-Write (TTW) strategy at the tenth-grade students of SMAN Raksa Budi. However, the population and sample in this research were 32 Students (X IPA1) who were collected by using a purposive sampling technique. The research used a pre-experimental method. The pre-experimental class had given the treatments by using the Think-talk-write (TTW) strategy. The result shows as follows: first, the score point pre-test showed that the average score 55.6. After given the treatments the post-test was given. The score in the post-test result showed the average score was 75.87. However, the result of the paired t-test t_{account} for 12.6 while t_{table} 1.695. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In order words, it can be announced that the Think-Talk-Write (TTW) Strategy was effective to use by students to write descriptive paragraphs. Therefore, it was significantly effective to use Think-Talk-Write (TTW) strategy to teach writing skills to the tenth-grade students of SMAN Raksa Budi in the academic year 2022/2023.

Keywords: *Think-Talk-Write (TTW) Strategy, Descriptive Text, Writing*

I. INTRODUCTION

English is a crucial subject in education, as it provides students with knowledge from around the world and opportunities to compete in the international world. Writing is one of the four language skills that students must learn to express their ideas, thoughts, and experiences in a written form. Writing is a complex skill that requires mastery of components such as spelling, vocabulary, sentence structure, and context. Teachers must use strategies to improve students' writing skills, such as the Think-Talk-Write (TTW) strategy.

The TTW strategy provides students with time to think, reflect, and organize ideas before they are expected to write. This flow of communication develops from students engaging in thinking or dialogue with themselves, sharing ideas, and writing. The TTW strategy can facilitate students' writing by providing clear ideas and stimulating their thinking to generate new ideas.

Teaching strategies are essential in the teaching and learning process, and the Think-Talk-Write strategy can help guide the learning process of writing descriptive text. Studies have shown that using the TTW strategy can increase students' writing skills, as demonstrated by Khairani (2020) and Arista (2019). Furthermore this research using experimental research and pre-test and post-test data supports the effectiveness of the TTW strategy in improving students' writing skills.

METHODOLOGY

This research utilized the Quantitative research method; the aim of the research was to find out the effectiveness of the Think-Talk-Write (TTW) strategy among the tenth-grade students of SMAN Raksa Budi. It was referred to the pre-experimental method. The pre-experimental method design to involved a single group pre-test and post-test before and after the treatment, followed by a pre-test and post-test to assess the effectiveness of the learning treatment. The study measured components of writing, such as organization, language use, vocabulary, mechanics, and content. The success of the treatment was determined by comparing pre-test and post-test scores.

II. RESULT AND DISCUSSION

1. Pre-Test

Before the researcher calculated the normality, the researcher found that the highest score was 75 who were gotten by one student and the lowest score was 39 who were gotten by two students. Based on the calculation of the normality in the pre-test. The researcher found out the $X^2_{\text{account}} = 7.077$ and with the degree of freedom $dk/df = 31$ (32-1). Since level 5% and $dk/df=5$ is 11.070. However, $X^2_{\text{account}} \leq X^2_{\text{table}}$ then it was normal distribution and it can be calculated that the pre-test data was normally distributed.

Table 1.
The Number of Students Scores in the Pre-Test

Score	Qualification	The number of students	Percentages
≥ 65	Mastered	4	12.5 %
≤ 65	Failed	28	87.5%
Total		32 students	100%
Average score		55.6	

Based on the percentage of the students score above, it can be seen that in the pre-test, the researcher found out that were 4 students (12.5%) or (13%) who were in the “mastered” qualification, and then there were still 28 students (87.5%) or (88%) who were in “failed” qualification. The students’ average score was 55.6, the average score was in “failed” qualification

2. Post-Test

After the researcher calculating the normality pre-test data, however, the researcher calculating the normality post-test data. They found out that the highest score was 89 which was gotten by one student and the lowest score was 59 which was gotten by one student. Based on the calculation of the normality in the post-test, the researcher found out the $X^2_{\text{account}} = 5.212$ and with the degree of freedom $dk/df = 31 (32-1)$. Since level 5% and $dk/df=5$ is 11.070. However $X^2_{\text{account}} \leq X^2_{\text{table}}$ then it was normal distribution and it can be calculated that the pre-test data was normally distributed.

Table 2
The Number of Students Score in the Post-Test

Score	Qualification	The number of students	Percentages
≥ 65	Mastered	29	90.6 %
≤ 65	Failed	3	9.37%
Total		32 students	100%
Average score		75.87	

Based on the percentage of the students score above, it can be seen that in the pre-test, the researcher found out that were 29 students (90.6%) or (91%) who were in the “mastered” qualification, and then there were still 28 students (9.37%) or (9%) who were in “failed” qualification. The student’s average score was 75.87 the average score was in “failed” qualification

3. The result of the Paired t-test calculation

The paired t-test proposed in this study was the “Think-Talk-Write (TTW) strategy was effective on the ability of the students to write the descriptive text about the place in the tenth-grade students of SMAN Raksa Budi.

However t_{ccounts} is the consulted with the score t_{table} on the distribution t. with the significant of the level 0.05% at the degrees of freedom $dk = N-1$, $dk = 32-1 = 31$. Thus the t_{account} (12.16) $>$ t_{table} (1.69552), then in this case it can be stated that h_0 was rejected and then he was accepted. However, the Think-Talk-Write (TTW) Strategy was effective in the ability to write a descriptive text about the place in the tenth-grade students of SMAN Raksa Budi.

Table 3
The result of the Paired T-Test

t_{account}	Dk	t_{table}	Conclusion
12.16	31	1.69552	h_0 is the rejected and then h_a is accepted

The study found that the Think-Talk-Write strategy was significantly effective in teaching descriptive text to tenth-grade students at SMAN Raksa Budi in the academic year 2022/2023. The students' average scores before and after the treatments showed a significant improvement, with the highest score of 75 achieved by one student and the lowest score of 39 by two. However, there were still 28 students (87.5%) who achieved "failed" qualifications and only 4 (12.5%) who achieved "mastered" qualifications. The problem students faced during the pre-test was a lack of guidance, poor content and poor writing skills. The post-test results showed an increase in students' ability to teach descriptive text to class X IPA 1 students, with the t_{account} being higher than the t_{table} . This suggests that the Think-Talk-Write strategy was effective in improving students' ability to write descriptive text.

III. CONCLUSION

The research found that the Think-Talk-Write (TTW) strategy was effective in teaching descriptive text writing to tenth-grade students at SMAN Raksa Budi in 2022/2023. The study showed an increase in average scores from 55.6 to 75.87, indicating progress and a change from "failed" to "mastered" qualification. The alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected. The TTW strategy was found to be significantly effective in teaching writing skills to tenth-grade students.

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