THE IMPLEMENTATION OF THINK-TALK-WRITE STRATEGY TO IMPROVE THE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXTS AMONG THE EIGHT GRADE STUDENTS OF SMP NEGERI 1 WATES IN THE ACADEMIC YEAR OF 2016/2017

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Abstract

This study aimed to improve the students' achievement in writing recount texts among the eight grade students of SMP Negeri 1 Wates in the academic year of 2016/2017 through the implementation of Think-Talk-Write strategy. This study classified into action research. The qualitative data were obtained through the classroom observations and interview. The quantitative data were obtained through the students' writing performance in pre-test, post-test 1 and post-test 2. Based on the qualitative data, the implementation of Think-Talk-Write as the strategy in the teaching and learning process helped the students in generating and developing the ideas. By following this strategy the students were more confident to write because there were sequence steps that help them generate and express their idea. By the implementation of Think-Talk-Write strategy the students became more active and involved in the teaching and learning process. Based on the quantitative data, the students also gained significant improvement in their writing performance. In the pre-test the students' writing mean score was 64.77 and it increased up to 85.77 in the post-test 1. In the post-test 2 the students' mean score reached 87.27 which proved that the implementation of Think-Talk-Write as the strategy in the teaching and learning process improved the students' writing ability of grade VIII F of SMP Negeri 1 Wates.

Keywords: Think-Talk-Write strategy, Writing ability

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan *writing* siswa kelas delapan SMP Negeri 1 Wates dengan menggunakan strategi *Think-Talk-Write* pada tahun ajaran 2016/2017. Penelitian ini diklasifikasikan ke dalam penelitian tindakan kelas. Data kualitatif diperoleh melalui observasi dan wawancara. Data kuantitatif diperoleh melalui hasil menulis siswa pada *pre-test, post-test* 1 and *post-test* 2. Berdasarkan data kualitatif, penggunaan Think-Talk-Write sebagai strategi pembelajaran dalam proses belajar mengajar membantu siswa dalam menghasilkan dan mengembangkan gagasan. Dengan menggunakan strategi pembelajaran ini siswa menjadi lebih percaya diri untuk menulis karena ada langkah-langkah runtut yang membantu siswa mengekspresikan dan memperoleh gagasan. Siswa juga menjadi lebih aktif dan terlibat dalam proses belajar mengajar. Berdasarkan data kuantitatif, siswa juga mendapatkan peningkatan yang signifikan pada hasil *writing* mereka. Pada pre test rerata siswa adalah 64.77 dan meningkat sampai 85.77 pada post-test 1. Pada post-test 2 rerata siswa 87.27 yang menunjukkan bawa penggunaa *Think-Talk-Write* sebagai strategi dalam proses belajar mengajar menigkatkan kemampuan writing siswa kelas VIII F SMP Negeri 1 Wates.

Kata kunci: Think-Talk-Write, kemampuan menulis

Introduction

The main problem of students' difficulties in mastering writing skill is that they are difficult in expressing their ideas in writing. Moreover, errors usually occur in writing. Errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion. It is caused by some reasons. First, writing is rarely neglected and does not be taught seriously by the teachers. It is because this skill does not belong to skill for national exam. Second, the teachers are usually too busy to teach the generic structure and the grammar rather than applying them in writing activity. The last, Teaching writing also takes a long time whether in teaching process or in giving feedback.

That problem also occurred to students of SMP N 1 Wates. Based on the observation at class VIIIF, the students were still having low ability in writing. It was found that there were many misspelling and incorrect grammar and punctuation. Then the main problem is that they had difficulties in starting writing even it was only a simple text. It was difficult for them to find and organize their idea. They often felt confused to express their ideas in writing. It made them took a long time to write even it was only simple paragraphs.

In line with the problem above, the students need a learning strategy to help them develop their ideas before writing and to make writing activity become enjoyable. One of strategies that can make them feel easy to express and organize their ideas in writing is think-talk-write. Huinker and Laughlin in Zulkarnaini (2011) state that "Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talk and share ideas with one another, to write". That is why the researcher used Think-Talk-Write strategy to improve the students' writing skill. It is because there are some benefits that are offered by this strategy in English teaching-learning process, especially in teaching writing of recount text.

Research Methods

This study was an action research study which was conducted from September to November 2016 in the first semester of the academic year of 2016/2017. The subjects of the research were 26 students of Class VIII F of SMP Negeri 1 Wates. The researcher collaborated with the English teacher in conducting the research. This study adopted cyclical action research proposed by Kemmis and Mc Taggart (1998) in Burns (2010: 8) that consists of four stages: planning, action, observation, and reflection

There were two kinds of data used in this research; qualitative data and quantitative data. The qualitative data were gained from classroom observation and interview and transformed into field notes and interview transcripts by using qualitative data analysis proposed by Miles and Huberman(1994: 10-12). The steps of analyzing qualitative data were data reduction, data display and drawing and verifying conclusion. The quantitative data were gained from pre-test and post-tests and transformed into writing score by using scoring rubric of writing by ESL Composition Profile. Then the mean scores of the students' scores in each test were compared by using Microsoft Excel program.

Findings and Discussions

In doing this research, the researcher acted as a teacher and delivered the teaching and learning process. The English teacher acted as the collaborator and observed the teaching and learning process. There were two cycles in this research. In the end of each cycle, the researcher conducted a pos-test to see and measure the students' improvement in writing. Before implementing the actions, the researcher conducted a pre-test to measure the students' writing ability. In this pre-test, the students were asked to write a recount text. Then, the results of the students' writing performance were analyzed and transformed into writing score by the researcher and the collaborator using scoring rubric of writing proposed by ESL Composition Profile. There were some actions that were implemented by the researcher in the teaching and learning process; 1) magic clap game; 2) implementing genre based approach; 3) applying photograph based activity; 4) implementing Think-Talk-Write strategy. Some of those actions made an improvement in students' writing in Cycle 1.

Magic clap game bring a good atmosphere in the beginning of the lesson. The students got many words that mentioned by all the students in the class. Over all, the implementation of magic clap game has reached its aim well; namely make the students got many vocabulary about the second form verb (V2). Implementing genre based approach was aimed as the good way to give input to the students about recount text. The thing that was needed to be changed to be more interesting in the second cycle was the text itself. The story of recount text as the input in the first cycle was less interesting. The implementation of photographs based activities was successful. The use of photographs could attract the students' attention. It had been as the stimulant for the students. Through using this media, I could give students support during writing especially when they were clueless of ideas. The last, implementing Think-Talk-Write strategy was successful enough, but it was needed to improve the activity in talk stage where not all of the students could contribute well in the discussion. Based on the result of the students' writing performance in post-test 1, it can be seen that the students' improvement were good even there were some obstacles found in the teaching and learning process. The mean of pre test was 64.77 while the mean of cycle 1 is 85.77.

In Cycle 2, the researcher avoided an ineffective thing happening in Cycle 1. Students were confused what to do with the task when implementing Tink-Talk-Write in cycle 1. Some students were not able to understand the meaning of instruction, so that they did the wrong task. To bridge this problem, the researcher implemented this action clearly. It was done by repeating the instruction two times. Besides, the researcher used some mimics and gestures to make sure that they had understood what they should do before starting new activity. It was good enough to make them clearly understand. Therefore, Think-Talk-write strategy could be done maximally. In giving text as the input, more interesting topic of recount text were given to the students. It made students comprehend the text easily and enjoyed learning English. Given some texts and exercise did not make them bored easily. Therefore, providing interesting texts was successful to improve students' motivation and stimulated their ideas. Through the implementation of some modified actions the students' writing ability improved significantly in Cycle 2. The results of the students' writing score are presented in the table and charts below.

Score	Pre-test	Post-test 1	Post-test 2
Mean	64.77	85.77	87.27

Table : The Comparison between Pre-test, Post-test 1 and Post-test 2 Scores

Conclusions

Based on the result in discussion session, several changes were found. Through the observation during the implementation of the action, it can be seen that the students' behaviour changed. The students became active in joining the teaching and learning process. They had a new spirit in writing recount text, and their difficulties in develop their idea were solved. From the result of the pre-test and post-tests, it can be seen that there are significant improvement of students' writing skills. In the pre-test, the students' writing score was only 64.77. Then, in the post-test 1 the students' writing score reached 85.77 and increased to 87.27 in the post-test 2. It proved that the implementation of Think-Talk-Write as the strategy in the teaching and learning process improved the students' writing achievement in writing recount texts.

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