**THE EFFECTIVENESS OF USING THINK – TALK – WRITE STRATEGY TO IMPROVE STUDENTS’ ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE TENTH GRADE STUDENTS OF SMK N 1 PURING KEBUMEN IN THE ACADEMIC YEAR OF 2014/2015**

**SOFINGATUN**

**ABSTRACT**

Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. As one of the language skill, writing is very important for the students. However in fact, the students have no enough capability to express their idea with English in written language. They often face many difficulties in writing. Therefore, teacher has to help the students in solving the writing problems such as by using an appropriate strategy in teaching-learning process.

The objective of the study is to find out whether the use of Think-Talk-Write strategy effective to improve students’ writing ability at the tenth grade students of SMK N 1 Puring Kebumen in the academic year of 2014/2015. The strategy is selected since it encourages students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently an exercise the language before write them. The population of this research is the tenth grade students of SMK N 1 Puring Kebumen and the researcher take 60 students as the sample which divided into two classes. The independent variable is the use of Think- Talk-Write strategy in teaching writing and the dependent variable is the students’ writing result manifested in the test score. The students were given a pre-test for both groups before the treatment was conducted. At the end of the experiment, each group was given a post-test. The researcher analyzed the data by using descriptive statistic analysis (mean, median, mode, SD, and the highest and lowest score) inferential analysis (normality test, test of homogeneity and t-test as test of hypothesis)

After analyzing the data, the researcher concludes that teaching writing using Think-Talk- Write is effective. As the fact, the result of t-value is 4.68 based on the 5% (0.05) significant level, the value of t-table is 2.045. The result of computation shows that t-value is higher than t-table, that is 4.68>2.000. Related to the result of t-test the mean score of post-test is higher than the mean score of pre-test (76.26>64.23). And mean score of post-test of experimental also higher than control class (76.26>68.63). It means that Think-Talk-Writes strategy is effective to improve students’ writing ability at the tenth grade students of SMK N 1 Puring Kebumen in the academic year of 2014/2015.

Key word: *Effectiveness, Think-Talk-Write Strategy, Writing Ability.*

1. **INTRODUCTION**

According to Brown (2000: 5), language is a system of arbitrary conventionalized vocal, written or gestural symbol that enable members of a given community to communicate intelligibly with one another. To be able to communicate with others we are in need of language. It is why language is very important to learn. Indonesian and foreign language both need to learn.

English, as the most widely used language worldwide, is a compulsory subject in Indonesian schools that should be learned by Indonesian students. English covers the four basic language skills: listening, speaking, reading, and writing. Writing skill is very important to be learned, writing skill can be used to express a desire, expressed the attitude of the intellectual, emotional and moral.

According to Smith (2005: 65), writing is rather like recycling paper, you give the texts you have read another life through the way you reshape them.Many people assume that writing is the most difficult field study. We must realize this reality, and it happens because the lack of awareness to write. Nevertheless, students must learn to write as a means to communicate in everyday life.

Difficulty in writing should be overcomed as early as possible. By using a good and right learning strategy, writing can be interesting subject or even fun activity. Dick and Carey in Sanjaya (2006: 124) states that learning strategy is a set of material and learning procedure that used together to get learning achievement to the students.

 Think – Talk - Write (TTW) is a strategy that facilitates the exercise of language both oral and written fluently. This strategy is based on the interpretation that learning is a social action. Think-Talk-Write Strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before writing them.

1. **METHOD**

Budiyono (2003: 73) stated that experimental research basically is a research where the researcher manipulated the data and controlled one or more independent variable and observe the dependent variable to find the variation that often appear with that manipulated variable

This thesis was also classified as an experimental and quantitative research because, the researcher gave a new teaching method that has to apply and evaluate the effectiveness from the data collected from the students (both the control class and the experimental class). In this research, there are two groups are given the same material, the same theme, and the same topic. The differences between them are one of class that is X NKN-1 represented the experimental group that was taught analytical exposition text by using Think-Talk-Write Strategy, and the other class or X NKN-2 represented the control group that was taught analytical exposition text by without using Think-Talk-Write Strategy.

1. **FINDING AND DISCUSSION**

Think-Talk-write Strategy was introduced by Huinker and Laughlin. According to Huinker and Laughlin in Huda (2013:218) Think- Talk- Write (TTW) is a strategy that facilitates oral language practice and writes the language fluently. This strategy was first introduced by Huinker and Laughlin is based on the understanding that learning is a social behavior. TTW strategy encourages students to think, speak, and then write a certain topic. TTW strategy allows students to influence and manipulate ideas before pouring it in writing. It also helps students to gather and develop ideas through structured conversation.

This strategy is expected can improve the students’ ability in writing. In this case, the students involve with themselves to think or make dialogue after reading process, then talk by sharing ideas with their friends before writing. For more effective, students are divided into groups consist of 3-5 students for each group.

Based on Huda (2013:220), these are the steps of teaching writing use Think-Talk-Write strategy:

* 1. Students read a text and make notes about what they have read (Think), then discuss with their group.
	2. The students do interaction and collaboration with their group to discuss the notes (Talk). In this activity, the students use their own words to explain ideas in their group.
	3. The students express the result of discussion in form written text (Write). Writing can help the students realize one of learning purpose and measure students understanding the material have learned
	4. The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presents their answers, while other groups give an idea.

 In this research by using Think-Talk-Write Strategy, the researcher collected some data concerning the test result. According to Arikunto (2009: 245) to determine the level of the students’ achievment, test scores are interpreted according to the table on the following criteria:

|  |  |  |
| --- | --- | --- |
| Value | Grade | Level of Achievement |
| 80-100 | A | Excellent |
| 66-79 | B | Good |
| 56-65 | C | Sufficient |
| 40-55 | D | Fairly sufficient |
| <39 | E | Low |

 Based on the level of the students’ achievement, the result in post test of experiment and control class,

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Group  | H | L | R | Me | Mo | T | M | SD |
| Experimental | 86 | 61 | 25 | 77 | 77 | 2288 | 76.26 | 7.22 |
| Control  | 80 | 55 | 25 | 70 | 65 | 2059 | 68.63 | 6.08 |

It can be categorized as excellent category in highest score of post-test experiment and control class.

Note:

H (Highest) : the highest score of the data

L (Lowest) : the lowest score of the data

Mo (Mode) : the most frequently obtained score of the data

Me (Median) : the score which is at the centre of the distribution

R (Range) : the spread of the distribution of the score

T (Total) : the total score of the data

SD (Standard Deviation) : the average variability of all scores around the mean Summary of the Discussion

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statistic | Pre-test experimental | Post test experimental | Pre-test control | Post-test control |
| Mean  | 64.23 | 76.26 | 62.33 | 68.63 |
| Median  | 65 | 77 | 62 | 70 |
| Mode  | 65 | 77 | 59 | 65 |
| Variance  | 36.78 | 52.20 | 30.80 | 36.99 |
| SD  | 5.55 | 7.22 | 6.06 | 6.08 |
| Range  | 25 | 25 | 25 | 25 |
| Lowest score | 51 | 61 | 49 | 55 |
| Highest score | 76 | 86 | 74 | 80 |

Note:

H (Highest) : the highest score of the data

L (Lowest) : the lowest score of the data

Mo (Mode) : the most frequently obtained score of the data

Me (Median) : the score which is at the centre of the distribution

R (Range) : the spread of the distribution of the score

T (Total) : the total score of the data

SD (Standard Deviation) : the average variability of all scores around the mean

1. **CONCLUSION**

 The conclusion can be drawn that there is an effectiveness of using Think-Talk-Write strategy to teach analytical exposition text at the tenth grade students of SMK N 1 Puring Kebumen in the academic year of 2014/2015. It showed that the t-value is higher than t-table. Moreover, the result of mean score of post-test was higher than pre-test (76.26>64.23). In short, the hypothesis was accepted. It means that by using Think-Talk-Write Strategy to improve students’ writing ability at the tenth grade students of SMK N 1 Puring Kebumen in the academic year 2014/2015 was effective.

1. **REFERENCESS**

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching.* White Plains, NY: Pearson.

Budiyono. 2003. *Metodologi Penelitian Pendidikan*. Surakarta: Sebelas Maret University Press.

Huda, Miftahul. 2013. *Model- Model Pengajaran dan Pembelajaran.* Yogyakarta: Pustaka Pelajar.

Sanjaya, Wina. 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Bandung.

Smith, Hazel. 2005. *The Writing Experiment Strategies for Innovative Creative Writing*. Australia: Allen & Uwin.