

The Implementation of Think-Talk-Write Strategy In Teaching Writing of Recount Text

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Abstrak

Menulis adalah sebuah proses menemukan dan mengoperasionalkan ide. Salah satu strategi yang dibutuhkan dalam pengajaran menulis adalah strategi Think-Talk-Write. Penelitian ini bertujuan untuk mendeskripsikan penerapan strategi Think-Talk-Write dan mendeskripsikan kelebihan dan kekurangan dari penggunaan strategi Think-Talk-Write dalam pengajaran menulis teks recount pada siswa kelas XI SMK Ma'arif NU Doro. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif dengan menggunakan instrumen observasi, angket, dan wawancara, dengan subjek penelitian siswa SMK Ma'arif NU Doro, khususnya siswa kelas XI AKL. Hasil dari penelitian ini menunjukkan bahwa siswa yang mendapat nilai sangat baik sebanyak 7 siswa, 13 siswa mendapat nilai baik, dan 2 siswa mendapat nilai cukup. Ada beberapa kelebihan dari strategi Think-Talk-Write, yaitu siswa merasa terbantu dengan adanya kelompok jadi mereka bisa menyampaikan ide-ide yang ada di pikiran mereka. Untuk kelemahannya, ketika siswa bekerja dalam kelompok terkadang mereka kehilangan kepercayaan diri karena didominasi oleh siswa yang mampu.

Kata kunci: writing skill, recount text, Think-Talk-write.

Abstract

Writing is a process of finding and operationalizing ideas. One of the strategies needed in teaching writing is the Think-Talk-Write strategy. This study aims to describe the implementation of Think-Talk-Write strategy and to describe the advantages and disadvantages of using Think-Talk-Write strategy in teaching recount text writing to the 11th grade students of SMK Ma'arif NU Doro. This research uses descriptive qualitative research using observation, questionnaire, and interview instruments, with the research subjects being the students of SMK Ma'arif NU Doro, especially the students of class XI AKL. The results of this study indicate that 7 students scored very well, 13 students scored well, and 2 students scored moderately. There are several advantages of the Think-Talk-Write strategy, namely students feel helped by the existence of groups so they can convey the ideas that are in their minds. For the weaknesses, when students work in groups sometimes they lose confidence because they are dominated by capable students.

Keywords: writing skill, recount text, Think-Talk-Write.

INTRODUCTION

Learning is an effort made by someone to get changes in behavior and knowledge from various materials that have been studied. There are two

important components in learning activities, namely teachers and students. Teachers and students must always synergize so that the learning process that is carried out runs well and achieves maximum results.

The researcher concludes that

writing is a person's ability to communicate information and ideas the form of writing. There are many ways to express writing, one of them is making texts, each text also always teaches different structures, themes, and linguistic rules, including recount texts. Strategies for teaching writing texts are also different, it depends on the needs of students. One of the strategies needed in teaching writing that is most suitable, according to the writer is Think-Talk-Write.

According to Khomsah, et.al (2023), Think-Talk-Write strategy is one of the strategies used to improve students' writing ability. The 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. Because with the Think-Talk-Write (TTW) strategy, students' learning activities become more varied, they can read instructions through the pictures that have been provided and students can stimulate students to increase their knowledge.

Regarding difficulties in writing, there are several obstacles when students carry out writing activities such as difficulty in choosing words, or arranging sentences in sequence. Therefore, the writer thinks about the right strategy for the problem which is certainly very simple and the writer finds the Think - Talk - Write strategy. This is also supported by the findings of previous researchers, by Fahmi (2017) who argued that the TTW strategy greatly influenced the students' writing process in writing descriptive texts. Arningtyas (2019) argued that the TTW strategy can improve student writing, especially in terms of organization and can generate student writing ideas. Therefore, it can be concluded that the TTW strategy has been widely applied in several recount texts and

this strategy can improve students writing skills. Think - Talk - Write strategy is suitable to be applied in writing class because it allows every student in the group. In this strategy, the teacher's role is only as a facilitator if students experience problems or obstacles. Therefore, this strategy is applied with the intention to improve students' ability in writing recount text.

The researcher conducted this study in grade 11 of SMK Ma'arif NU Doro because students have learned English, especially writing recount text but they still have difficulty in writing recount text. In this case the researcher wants to help solve the problems experienced by students in learning recount text.

According to Kusumaningrum (2015), Writing is one of the most difficult skills in learning process that allows the writer to explore their thoughts and ideas. Writing is a skill that everyone must have. By developing ideas in writing, everyone can express something that is in their mind in writing. In addition, writing is also a medium use to convey thought or views, compose stories, and describe them. Therefore, writing is also influenced by the content, mood, and background or what will be written. Writing has several purposes that are not only used for learning. Through writing, the writer has his own purpose through his writing. Like writing a sentence, advertisement, the researcher here writes with the intention to persuade, nothing but with the purpose of entertaining and explaining something that happens.

Recount text is a piece of text that retells a past event, usually in the order in which it happened. Recount text a type of English text that recounts past events in daily life. One of the purposes of recount text is to provide information about an event or experience in the past to others.

According to Ekowati (2016), Recount text is a text that tells about someone's experience from the past in chronological order. Recount text also usually retells events or experiences in the past. The purpose of recount text is to retell the audience sequential events. From the definition above, the author concludes that recount text is a type of English text used to retell events that occurred in the past with the aim of entertaining readers about events that have been experienced by the researcher of the recount text. According to Ekowati (2016), Think Talk Write is a strategy that facilitates the exercises of language both oral and written fluently. This strategy is used to train students not only in writing but also in the process. In addition to writing, there are stages of talk and write as well to get ideas out of the mind so that they are channeled through writing. From the definition above, the researcher concludes that recount text is a type of English text used to retell events that occurred in the past with the aim of entertaining readers about events that have been experienced by the author of the recount text.

This strategy is predicated on the knowledge that education is a social activity. It pushes students to consider a topic, talk about it, and then write about it. Consider Talk Writing is a tool for improving writing and fluency in the language prior to writing. Students can use it to shape and adjust their thoughts prior to writing. Through planned dialogues, the tactics also help students acquire and develop ideas.

According to Khomsah, et.al (2023), Think-Talk-Write strategy is of learning strategy which is purpose to improve students' understanding abilities. It means Think-Talk-Write is techniques which to develop students idea

understanding ability. When given written assignments for learning activities, students frequently attempt to begin writing their replies right away. While there is nothing wrong with that, it would have greater importance if the students did it first. This strategy is used to train students not only in writing, but also in the process. In addition to writing, there are stages of talk and write as well to get ideas out of the mind so that they are channeled through writing.

Therefore, Think-Talk-Write Strategy is a learning strategy for writing texts that involves several learners in a group learning begins with thinking through reading material or images (Think), the results of thinking are communicated by talking and sharing ideas with friends (Talk), and closed by concluding the results of the report that has been discussed through writing

RESEARCH METHOD

The Research that was conducted by researcher is a type descriptive qualitative method. According to Ekowati (2016), descriptive qualitative is a research where the researcher must describe and interpret what happened during the research in detail. Meanwhile, descriptive qualitative describes what actually happened in this case involving describing, recording, and analyzing the data. In this case, descriptive qualitative describes what actually happened including description, recording and analysis. The researcher used a descriptive qualitative research design to describe a recount text writing class using Think-Talk-Write strategy.

The researcher used instrumental data to process the research and draw conclusions from the research results. This qualitative approach was very different

from the quantitative approach, this approach was more about open data collection, text or image analysis, representation in pictures and tables, and interpretation of findings during research. Qualitative data objectives contain information about the central phenomenon explored in the research, and the research location. Data collection in descriptive qualitative includes observation, questionnaire, and interview.

RESEARCH FINDING AND DISCUSSION

The research results were useful to describe the implementation of Think -Talk -Write strategy of the eleventh grades students of SMK Ma'arif NU Doro in writing recount text with Think -Talk -Write strategy. The subject of the study was the eleventh grades of SMK Ma'arif NU Doro in the academic year 2023/2024. The population was 22 students as a sample. The method to collect the data was using the task make a recount text, then the writer gave questionnaire and interview the students.

The writer gave a test that contains instructions to create a recount text about "Holiday". The students score from the writing test predicate can be seen in the following diagram :

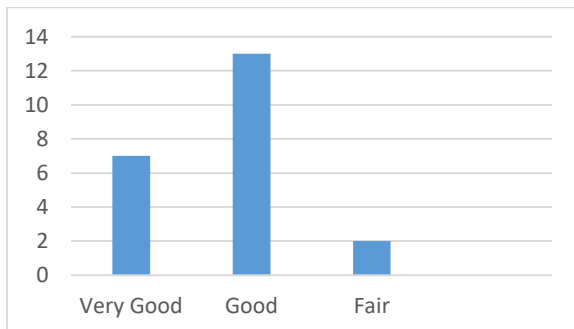


Figure 1 Students result predicate

From the students result above the students that got **Very Good** 7 students, 13 students that got **Good**, and 2 students that got **Fair**.

After knowing the students scores, the writer will measure students' ability to create recount text.

$$X = 1875/22 = 85,22$$

The average test score of 22 students is 8, so students have a **Good** predicate in writing recount text.

Aspects of Observation	Yes	No
The students were able to identify the generic structure from recount text	✓	-
The students were able to understand the language features of recount text	✓	-

Table 1 Students observation

The researcher also did observation in class to find out the implementation of Think-Talk-Write strategy. From the results of the observation sheet, it be explained the students were able to identify the structure of the recount text, namely orientation, events, and reorientation. In addition, the structure were able to use the linguistics features of recount text after being explained by the teacher along with the example text.

No	Question	Yes	No	Presentase
1.	Do you like writing ?	21	1	95,45%
2.	Do you like to discuss with your friend ?	22	0	100%
3.	Does discussing make it easier for you to write?	22	0	100%
4.	Do you feel happy with the use of Think-Talk-Write strategy in writing ?	17	5	80,95%
5.	Have you ever thought the Think-Talk-Write strategy before?	1	21	4,54%
6.	Has your writing ability improved after using the Think-Talk-Write strategy?	13	12	61,90%
7.	Did you create a recount text with your own words after discussing with your friends?	12	10	54,54%
8.	Do you feel enthusiastic about learning english by using Think-Talk-Write strategy?	12	10	54,54%
9.	Are there any strength of using Think-Talk-Write strategy?	22	0	100%
10.	Are there any weaknesses of using Think-Talk-Write strategy?	4	18	18,18%

Table 2 Students interview

From the questionnaire that the researcher obtained, the result shows that there were 22 students as the participants of this research. There were 21 students (95,45%) who like writing, and the remaining 1 student does not like writing. 22 students (100%) who like discuss with friends. 22 students (100%) discussions make it easier for them to write. 17 students (80,95%) feel happy implementation Think-Talk-Write strategy in writing, and the remaining 5 students does not happy implementation Think-Talk-Write strategy in writing. 1 students (4,54%) has ever implementation Think-Talk-Write strategy and 21 students has never implementation Think-Talk-Write strategy. 13 students (61,90%) felt that their writing skills improved after using Think-Talk-Write strategy, and the remaining felt that their writing skills does not improved after using Think-Talk-Write strategy. 12 students (54,54%) create recount text with own words after discussing after their friends, and the remaining 10 students create recount text with does not own words after discussing after

their friends. 12 students (54,54%) feel enthusiastic learning English by using Think-Talk-Write strategy, and the remaining 10 students does not feel enthusiastic learning English by using Think-Talk-Write strategy. 22 students (100%) argues that there are any strengths of using Think-Talk-Write strategy. 4 students (18,18%) argues that there are any weaknesses of using Think-Talk-Write strategy, and 18 students arguest that there is no weaknesses of using Think-Talk-Write strategy.

From the results of this questionnaire, it can be concluded that the use of Think-Talk-write strategy has many benefits in learning English writing such as students feel more enthusiastic and like writing, students were also greatly helped by this strategy.

The results of writing recount text that has been done by the researcher, 7 students got very good predicate, 9 students that got good predicate, 4 students that got fair and 2 students that got bad. Researcher assessed the students' answer sheet by paying attention to the generic structure and linguistic features of recount text. Generally, all students have made the recount text correctly by paying attention to the generic structure, however, the researcher found five out of twenty-two students were wrong in the structure, especially in reorientation. For linguistics features, most of the students were wrong in the grammar of used past tense, it can be seen from the result that thirteen students were wrong in linguistics features.

Think-Talk-Write strategy was applied in class XI AKL with 22 students as the subject of this study. At first, the researcher entered the class and explained a little about recount text and

the use of Think-Talk-Write strategy. Afterwards, the researcher made several groups of four to five students. After that, the researcher instructed the students to write a recount text with the theme 'Holiday', in the course of writing the recount text the researcher also assisted in directing students if there was a lack of understanding. Students start thinking and discussing first to make a story outline, after the outline is finished, the final part of writing is that students develop their own outline so that it forms a complete paragraph. In the process, students are happy because there is someone who helps in this case is a discussion. after completion, students collect the results of writing recount text.

CONCLUSION

Based on the results of the implementation of the Think-Talk-Write strategy, the researcher concluded that students understood the Think-Talk-Write strategy in teaching recount text writing. From the interview results, students felt that this strategy was suitable and its strengths outweighed its weaknesses. There are several advantages of the Think-Talk-Write strategy including students are more helpful, students are more able to discuss thoughts with their friends, train students' thinking in a problem, provide learning experiences to students because students are more active in using this strategy, and develop their ideas into writing. For the disadvantages, there are some students who feel they lose their abilities and confidence because they are dominated by capable students, requiring students to think, communicate, teachers must have careful preparation if using this strategy, and not all subject matter can use this strategy. The writer hopes this strategy can Writing is the most important thing in learning,

start to get used to writing with this strategy so that you can discuss with friends.

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