THINK-TALK-WRITE (TTW) STRATEGY FOR TEACHING DESCRIPTIVE WRITING

(STRATEGI THINK-TALK-WRITE UNTUK MENGAJAR MENULIS DESKRIPSI)

Nova Maulidah (nova_maulidah@yahoo.co.id)
Lailatul Musyarofah
Hilyatul Aulia

STKIP PGRI Sidoarjo, Jalan Jenggala Kotak Pos 149 Kemiri Sidoarjo

Abstract

This research is aimed to describe the effectiveness of Think-Talk-Write strategy (TTW) of teaching writing in constructing descriptive text to the second grade students of Junior High School. The study was descriptive qualitative research. The data was taken from observing and describing the classroom condition which occurred naturally. To obtain the require data, some techniques were used, such as observation checklist for students’ activities and the application of Lesson Plan (RPP), the students’ response sheet, and the students’ descriptive composition. Some data were analyzed using simple math formula, the used of numerical data just for supporting the main data. The result from this research showed that TTW strategy is effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy can minimize the students’ difficulties in writing and help the teacher in teaching writing, especially writing descriptive text.

Key words: Effectiveness, descriptive text, TTW strategy

Abstrak

Kata kunci: Keefektifan, karangan deskriptif, strategi TTW.

Introduction

Curriculum in Indonesia has been changing and developing overtime. So far, as stated by Hartoyo (2011) in his handout about Curriculum and Material Development in English Language Teaching, Indonesia has already implemented nine curricula known as the 1950 curriculum, 1958, 1962, 1968, 1975, 1984, 1994, 2004 and the current one being the 2006 curriculum. The 2006 curriculum is also known as the “Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC)”. The KTSP is designed in order that every school can develop the teaching and learning process according to the student’s character and the situation of school.

Mulyasa (2006:45) states that the standard of content for each primary and secondary education involves the minimum materials and the competence level to achieve the minimum graduate’s competence at certain kind and level of education. Furthermore, Hartoyo (2011) in his hand out stated that English Language Teaching in junior high school is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems.

According to the 2006 English Standard Competence, the teaching English is aimed to develop students’ ability in creating both spoken and written form. Here, writing is important skill in learning English as foreign language.

Very clear that it is not easy to make adaptation to follow the rules and mechanism of the new curriculum, especially in teaching and learning writing process. The problems do not only comes from the students but also comes from the teachers. For the students, the problems mostly about the difficulties in constructing a composition. Meanwhile, for the teachers, the main problem is about providing various kind of method, technique, or strategy in teaching writing which is suitable with students’ character.

However, writing is considered as the difficult skill for the second language learner including for students of Junior High School, because to write a good writing, students have to follow the rules of the target language. As stated by Nunan (1991:6) that
writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once.

To solve those problems, according to Kern (2000:80), there are three approaches in teaching writing that widely represented in current teaching practice. First of all product approach, focuses on textual form and emphasizes the structural well-formed mess of students’ writing. Second, process approach, focuses on the individual and emphasizes on developing students self-expressiveness in writing. The last is genre based approach which focuses on social context and emphasizes the role that discourse communities play in shaping written communication.

Furthermore, our new English curriculum has stated that Junior High School graduates are hoped to be able to communicate or to participate in the creation of text that serves their daily needs to entertain themselves, to read manuals, to carry out transactional exchange to write simple narratives, descriptions, reports, and recounts (Augustien, 2004:7). Referring to this target, the most important thing that needs to do by the teacher is trying to suit the kinds of genres that should be taught related to the curriculum. Here descriptive text should be taught in Junior High School level.

In teaching writing, the teacher has different kinds of method and strategy. He or she should know which strategy is appropriate for his/her students. It is stated clearly in the 2004 English Curriculum that the understanding of language in communication always starts from oral to written language. For Junior High school level, the curriculum emphasizes the use of oral language rather than written language. The researcher can conclude that the students need to deal with some activities such as listening and speaking before they start to write a composition. It will be easier for the students to construct a written text freely if they have passed the oral cycle. Related to those matters, the researcher attempts to find a strategy to terminate those problems. Therefore, the researcher chooses Think-Talk-Write (TTW) strategy in teaching writing, especially in creating descriptive text.
The researcher uses some related theories which are used as foundation and references that are related to this study. They are writing, the writing based on curriculum, genre, Think-Talk-Write strategy, and the effectiveness.

Writing is a personal act in which writer take ideas or prompts and transforms them into “self-initiated” topic (Hamp-Lyons in O’ Malley and Pierce, 1996:136). As Weigle (2002:5) pointed out it is clear that writing is an important of the curriculum in school from the earliest grade. Most of the students who have a formal education system will learn to write, at least at a basic level. Writing is an activity to express the ideas, thoughts, or even experiences in the form of paragraph. According Hernowo, writing is the act of starting mind and feeling through written form (2001:117).

According to Hammound at all (in Agustien, 2004:11) that classroom programming based on four stages and two cycles, which are aimed at providing support for learners as they move from spoken to written text”. The four stages are: 1. Building Knowledge of the Field (BKOF), 2. Modeling of Text (MOT), 3. Joint Construction of the Text, and 4. Independent Construction.

According to Weigle (2002:96), genre can be defined in terms of intended form and the intended function of the writing. The intended forms of written products are letter, laboratory report, or essay. The intended function is narration, description, exposition, and argumentation. Descriptive genre is one of the text-type that exists in English culture. Description is one of the types of writing where the writer describing something which commonly a person or a place. The writer provides vividness and sharpness in the composition by listing the specific details (sight, sound, smell, touch, taste) and then grouping them into categories. According to Depdiknas (2004:4), descriptive components consist of identification/definition, description of features, and language features.

Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy 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 write them.

Think-Talk-write Strategy was introduced by Huinker and Laughlin. According to Huinker and Laughlin in Zulkarnaini (2011), “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. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing”.

This strategy is expected can increase 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, firstly, students are divided into groups consist of 4-6 students for each group.

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. (Dictionary.com, LLC).

Slavin (in Agustinus) stated that there are four indicators to know the effectiveness of teaching learning process, they are quality of teaching, suitable level of teaching, incentive, and time (Agustinus,2008:13). Quality of teaching including how many information that the teacher can serve to the students, and how far the student can learn it easily. Suitable level means that the teacher should ensure the students ready in leaning new material. Incentive means how far the teacher can motivate the students, the bigger motivation given to the students the more effective teaching learning process. How long the time for the students in the learning process also influencing the effectiveness of teaching learning process.

Furthermore, Kemp (in Dalyana) pointed out that to measure the effectiveness of teaching learning process can be identified by count how many students can reach the goal of study in definite time through students’ achievement and students’ response toward the teaching learning process (Dalyana,2004:74).
From those statement above, in this study the researcher identify the effectiveness of teaching learning process using TTW strategy based on four indicators, they are students’ activity, the application of Lesson Plan, students’ response, and students’ achievement, in this case the ability in creating descriptive text.

In this study the researcher used descriptive qualitative design to obtain the information concerning to the students’ writing ability through the effectiveness of Think-Talk-Write Strategy. As stated by Freeman and Long (1991:11) that descriptive qualitative is the study which is designed to identify and describe the observed phenomena in the form of words rather than in number. The researcher described the natural setting that was the real situation which happened in the class and also analyzed the students’ composition in a descriptive way. To obtain the require data, some techniques were used, such as observation checklist for students’ activities and the application of Lesson Plan (RPP), the students’ response sheet, and the students’ descriptive composition. Some data were analyzed using simple math formula, the used of numerical data just for supporting the main data.

Results and Discussion

In order to gain the data from the observation, the researcher conducted the observation three times and each observation lasted 2 x 40 minutes or 80 minutes. The researcher chose the second grade Junior High School students as the subject of the study. The researcher only chose one class that consists of 36 students, 18 girls and 18 boys.

In the first observation, the observer and her two colleagues observed the teacher and the student’s activities during teaching and learning process using TTW strategy. The topic discussion was about “My Pet”. Firstly, teacher gives text or picture to the students and informs the procedures of teaching that are going to do. After that, students analyze the text or picture and make some notes based on teacher instruction individually that will be discussed in “think” activity. Then, students make interaction and collaboration with their friends in a group to discuss the notes they made in “talk” activity. And the last, students
construct their knowledge by themselves in creating descriptive text as the result of collaboration in “write” activity.

One observer observed the teacher whether she did each steps of Lesson Plane or not using observation checklist for Lesson Plan application. While the two other observers observed the students activities using observation checklist for students’ activities. Each observer observed three students in a group that had defined before.

The second observation was the same as the first observation, the researcher observed the application of TTW strategy in teaching and learning process, but used different topic. The topic discussion was about “My Best Friend”.

In the third observation, the researcher collected the data about the students’ descriptive text and students’ response to the TTW strategy which was they passed in two meetings before. The teacher distributed a paper test for each student; the students did their writing by themselves without discussion with their friends as in the previous meeting.

After all of the students gathered their paper test, the teacher then distributed the students’ opinion sheet that was consisting of several questions about students’ opinion during teaching and learning process using TTW strategy in the two last meeting before. Then, the students gave checklist on the paper sheet based on their own opinion.

All aspect of students’ activities in percentage reached all criteria effectively. The students could follow the steps in TTW strategy easily to construct their knowledge before they started their writing. It helped the students to produce and organize ideas easily.

The result of students’ activities during teaching and learning process using TTW strategy in constructing descriptive text is showed on the table 1. The table shows that the students were involved actively in teaching and learning process. Therefore, they were able to write well. So, Think-Talk-Write (TTW) strategy is an effective strategy because the strategy could minimize the students’ difficulties which they faced in writing.

Lesson Plan application was analyzed to know whether the teaching and learning process includes in category Very Good, Good, Less Good, or Not Good. The result of the observation can be served on the table 2 and table 3.
Table 2. The Result of the Application of Lesson Plan

<table>
<thead>
<tr>
<th>Note</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of steps that have applied</td>
<td>First Meeting</td>
</tr>
<tr>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Percentage of application (%)</td>
<td>93</td>
</tr>
</tbody>
</table>

Table 3. The Result of Value of Lesson plan Application

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening activities</td>
<td>3,33</td>
</tr>
<tr>
<td>2</td>
<td>Main activities</td>
<td>3,39</td>
</tr>
<tr>
<td>3</td>
<td>Closing activities</td>
<td>3,25</td>
</tr>
<tr>
<td></td>
<td>Total Average</td>
<td>3,32</td>
</tr>
</tbody>
</table>

According to Shoffan Shoffah, the application of Lesson Plan is effective if the Lesson Plan application reach ≥ 75% with criteria Good or Very Good. (Shoffan Shoffa, 2008:52). Table 2 and table 3 shows that each step of the teaching of Lesson Plan application has reached the criteria effectively.

Meanwhile, most of the students gave good responses toward the implementation of TTW strategy. The students felt enthusiastic in learning English in classroom activities, especially in writing. They were also more interested to and motivated in writing activities. Based on those positive responses, TTW strategy was the effective one in teaching and learning process.

From the table 4 above, most of the students gave good response to the teaching and learning process using TTW strategy such as felt interested in, exited, easy, enjoy, etc.
Because more than 70% students gave their response in positive category, it can be said that students’ response to the teaching and learning process using TTW strategy is positive.

The result of students’ achievement can be seen on table 5 and table 6.

**Table 5. The Data of Students’ Descriptive Text**

<table>
<thead>
<tr>
<th>Level</th>
<th>Quantity of Students</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>7</td>
<td>19,44</td>
</tr>
<tr>
<td>Very Good</td>
<td>15</td>
<td>41,67</td>
</tr>
<tr>
<td>Good</td>
<td>11</td>
<td>30,56</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td>8,33</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 6. The Data of Students’ Achievement**

<table>
<thead>
<tr>
<th>Note</th>
<th>Quantity</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed</td>
<td>31</td>
<td>81,58</td>
</tr>
<tr>
<td>Failed</td>
<td>5</td>
<td>18,42</td>
</tr>
</tbody>
</table>

From the data of the students’ descriptive text above, it can be known that almost all of the students got good mark and passed the exercise of writing. Overall students could reach the competency had been stated. It means that TTW strategy was effective because more than 75% students passed the writing test with Very Good mark in average. It meant that TTW strategy effective to help the students in constructing descriptive text and help them to reach the competency well.
Conclusion

Think-Talk-Write (TTW) strategy is effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy can minimize the students’ difficulties in writing, especially in creating descriptive text and can help the teacher in teaching writing.

References


