EFEKTIVITAS STRATEGI THINK - TALK - WRITE TERHADAP KEMAMPUAN MENULIS SISWA PADA MATERI RECOUNT TEXT DI SMP DARUDDA'WAH

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West Kalimantan   Kubu Raya 2024
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Abstract
One important English skill students need to master is writing, which helps them express their ideas in writing. However, many students find writing less interesting because it involves several steps and rules. Using effective strategies can improve these skills. The TTW (Think-Talk-Write) strategy is designed to motivate students and help them develop their ideas in writing recount texts.This research aims to see if the TTW strategy improves students' writing skills in recount texts. The study used an experimental method with a pre-test and post-test design. Data were collected through tests, rubrics, and observations. The results show that the TTW strategy increased students' writing abilities. In the study, 17 students from class VIII were given a pre-test, received TTW treatment, and then took a post-test. The test results, analyzed using a Paired Sample T-test in SPSS 23.0, showed an average pre-test score of 44.41 (SD = 14.349) and an average post-test score of 70.00 (SD = 13.229). The higher post-test score indicates that the TTW strategy significantly improved students' writing skills in recount texts.the Think-Talk-Write strategy is effective in enhancing students' abilities to write recount texts. It encourages students to write more and helps develop their creativity through thinking, talking, and writing.

Keywords: writing, recount text, TTW strategy

Abstrak
Salah satu keterampilan bahasa Inggris yang penting untuk dikuasai siswa adalah menulis, yang membantu mereka mengekspresikan ide-ide mereka dalam bentuk tulisan. Namun, banyak siswa yang menganggap menulis kurang menarik karena melibatkan beberapa langkah dan aturan. Menggunakan strategi yang efektif dapat meningkatkan keterampilan ini. Strategi TTW (Think-Talk-Write) dirancang untuk memotivasi siswa dan membantu mereka mengembangkan ide-ide mereka dalam menulis teks recount. Penelitian ini bertujuan untuk melihat apakah strategi TTW meningkatkan keterampilan menulis siswa dalam teks recount. Penelitian ini menggunakan metode eksperimen dengan desain pre-test dan post-test. Data dikumpulkan melalui tes, rubrik, dan observasi. Hasil penelitian menunjukkan bahwa strategi TTW meningkatkan kemampuan menulis siswa. Dalam penelitian tersebut, 17 siswa dari kelas VIII diberikan pre-test, menerima perlakuan TTW, dan kemudian mengikuti post-test. Hasil tes yang dianalisis menggunakan Paired Sample T-test pada SPSS 23.0 menunjukkan skor rata-rata pre-test sebesar 44,41 (SD = 14,349) dan skor rata-rata post-test sebesar 70,00 (SD = 13,229). Skor post-test yang lebih tinggi menunjukkan bahwa strategi TTW secara signifikan meningkatkan kemampuan menulis siswa dalam teks recount. Strategi Think-Talk-Write efektif dalam meningkatkan kemampuan siswa dalam menulis teks recount. Strategi ini mendorong siswa untuk menulis lebih banyak dan membantu mengembangkan kreativitas mereka melalui berpikir, berbicara, dan menulis.

Kata kunci: menulis, teks cerita ulang, strategi TTW

1. BACKGROUND

All these skills are important to learn English. Fluent in the four pillars of language, Listening, Reading, Speaking and Writing. Out of all these writing plays a significant role through which individuals can communicate their thoughts, emotions, and thinking in the medium of paper. All students need to know how to write in every grade of college, from junior high school through university; this is especially true for English as your secondary or supplementary language. Writing helps students organize their thoughts, making them clear and easy to understand. Writing is more than a skill; it is a primary mode of communication. As Nunan (2003: 575) notes, writing is a form of expression and also impression. The last of these highly desirable traits is that which Nunan (1989:37)

calls writing mechanics— correct letter formation, and conformity to morphographic and orthographical rules=current topics.

A positive alternative can be seen in the Think-Talk-Write (TTW) strategy, a collaborative learning model that is designed to stimulate meaningful conversation and student engagement. Huinker and Laughlin point out that the TTW technique gets students talking to each other in their groups before writing, a practice that also helps them generate ideas more efficiently. And the strategy for this can provoke discussion, collaboration, and creativity among whole group or small groups of students to augment writing across grade levels. The TTW strategy can help students overcome their difficulties and even improved overall writing skills.

2. METHOD

The research design in this study is experimental. According to Nunan, an experiment is conducted to test a hypothesis by creating a situation where the strength of the relationship between variables can be examined. In an experimental study, the effect of a treatment on an outcome is tested while controlling for all other factors that might influence the result. This type of research aims to establish a cause-and-effect relationship between variables by comparing the treatment's impact on behavior under controlled conditions. Experimental research is categorized into three types: pre-experimental, true experimental, and quasi-experimental. In pre-experimental research, there is no control group to compare with the experimental group; researchers study one group and apply interventions. True experimental research uses random assignment, such as flipping a coin, to place participants into groups. Quasi-experimental research has both control and experimental groups but does not randomly assign participants. Instead, this type of research uses other methods to control for external factors.

3. RESULTS AND DISCUSSION

the researcher presents data on students writing ability before and after being taught using the TTW strategy in writing recount text. Research data was obtained by conducting pre-experimental research . presentation of data answers research problems. The research problem is to find out whether the teaching of writing recount text using the TTW strategy improves or not. Here the pre-test and post-test become instrument to measure sample improvement after treatment. The pre-test and post-test were given in class VIII at SMPI Darudda'wah, where the number of student was 17 students. Then the treatment was twice, the first is the pre-test and the last test is the post-test. The post-test was given to the sample after the treatment was completed. Apart from that, researchers calculated and analyzed the two result to find out the relationship which was used as an indicator of whether the treatment was successful or not. To compare the result, the researchers compared the data using the paired samples T test.

1. Data Presentation The Description Data of pre-test and post-test score of the experimental class
   To determine students' understanding before and after treatment in the experimental group, the pre-test and post-test scores are distributed in the following table.

Statistics			
N	17	Pre-test	Posttest
Minium		20	50
Maximum		75	90
Sum		755	1190
Mean		44.41	70.00

From table 1, it can be seen that almost all student have good achievements in writing recount tets. This can be seen from the average mean and mode scores, all of which are higher than 60. Data analysis was carried out to determine the differences in students pre-test and post-test scores. This in shown by determine whether the significance level is lower or higher than table (0.50%), researchers analyzed the data using statistical test using the Paired Sample T- test in the SPSS program.

Paired Sample Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig.(2 tailed)
		Mean	Std. deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pre-test Post-test	-25.588	9.824	2.383	-30.639	-20.537	-10.740	16	.000

Table 2 explains the result of the paired sample test. The calculated t value is -10,740 with degrees of fredoom (df) of 16. The value of writing skills before being taught using the TTW strategy is quite good because that average value is 44.41. After students were treated with the TTW strategy the average increase was 70.00, which means students writing improved. The negative value seen in the t *count* above (-2.383) shows that the mean before receiving treatment was lower than after. Therefore, the TTW strategy was improved to improve students recount text skills.

The results of this research show that the TTW (Think-Talk-Write) learning strategy has a positive effect on students' ability to write recount texts. This supports Miftahul Huda's (2017:307) view that Think-Talk-Write is an effective method for developing ideas through thinking, speaking, and writing. TTW is especially useful for helping students write essays and assignments, making it well-suited for recount text writing.

The effectiveness of TTW is proven by the difference in students' scores. The average score on the post-test, where TTW was used, was 71.42, which is much higher than the pre-test score of 44.41, where TTW was not applied. Additionally, the hypothesis was tested using a t-test analysis, which showed that TTW significantly influenced students' recount writing skills. The t-test value (tcount) was 21.817, compared to a ttable value of 1.740, with a significance level of $\alpha = 0.01$ and degrees of freedom (df = N-1). These results show that the hypothesis (H1) is accepted, meaning the TTW strategy improves the writing outcomes of class VIII students at SMPI Darudda'wah.

The researchers also observed that classroom activities were more dynamic and engaging during the post-test phase when TTW was used. Students were more active and enjoyed the varied teaching methods. According to Zulkarnaini (2011), TTW allows students to build their knowledge through thinking, speaking, and writing, creating a fun and motivating learning environment. In conclusion, the use of an appropriate teaching strategy, like TTW, plays a key role in improving students' learning outcomes. Ningsih (2014) also found that TTW is effective for enhancing writing skills in junior high school students by helping them organize and communicate their thoughts clearly. Therefore, the TTW strategy is an effective model to improve students' learning achievements in writing.

4. CONCLUSION

The conclusion that can be obtained from the result of this research is that the Think-Talk-Write strategy in effectively used in learning to write recount text in class VIII SMPI Darudda'wah. This can be seen from the average completion score of the class that received the TTW strategy treatment is 71,42 and the class that receive the TTW strategy treatment is 44,41.

Besides that, it can also be seen in hypothesis testing that the test result show that the calculated t value has a larger number is 21,817 compared to the t table value is 1,724 (t $_{count}$ = 21.817 > t $_{table}$ = 1.740) and as follows are the decision making rules or criteria important, if t $_{count}$ > t $_{table}$ then H$_0$ = rejected and H$_1$ = accepted which means that the application of the TTW strategy has an influence on the learning outcomes of class VIII at SMPI Darudda'wah.

5. ACKNOWLEDGMENT

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