The Effect of Think-Talk-Write Strategy in Writing Procedure Text

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ABSTRACT

This study was concerned on the significant effect of the students' ability in writing procedure text by using think talk write strategy. The research was conducted in quantitative research that used experimental group and control group. The population of this study was 60 students at SMP Sinar Husni Medan. In this study the sample was divided into two groups: the experimental group and the control group. T-test was used as formula to analyze the data. The data were calculated by using t-test formula. The writer used T-test formula to analyze the data. The data were calculated by using t-test formula. The result of the analysis shows that t-observed (9,35) was higher than t-table (1,67) and the degree of freedom (df) 58. Therefore, the null hypothesis (Ho) is rejected the alternative hypothesis (Ha) is accepted. There was an significant effect of Think Talk Write (TTW) strategy in writing procedue text.

Keyword: Think Talk Write, Writing, Procedure Text

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1. INTRODUTION

Writing is one of the four skills that should be taught besides the other skills and very important to learn, because people write throughout their life, people use writing express feelings and ideas, to communicate with others and also to help remembering facts and details. Pamela in Javed, M. , Juan W X., Nazli, S. (2013) stated that "the four main skill of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey though, wishes, intentions, feeling and information in a writer form".

According to Harmer (2004:11), writing is kind of expressing ideas, feelings and desires uses a conventional graphic system. When writing, students frequently have more time to think than they do oral activities. They can go through what they know in their minds, and even consult dictionary, grammar books, or other reference material to help. At last, from about explanation, the researcher decided this topic based on the following reason: there were some students less interested in following the English language lesson. The students did not interesting in writing and have difficulties in writing. Hopefully, by using think talk write strategy the students were attracted to writing and learning English. Think talk write strategy could be appropriate strategy in teaching writing procedure text.

Based on the background of the study, the objective of the research was to find out the significant effect of using think talk write strategy on the students' writing skill in procedure text at SMP Sinar Husni Medan. There are two significance of the study; first theoritically the findings of the present study are expected to enhance the theory teaching in English and support evidence to the existing research findings, which is revealed the importance of having and experimenting in teaching writing procedure text, second practically the results of this study will be useful for people related to this field of study such as educators, students, English teachers, and futher researcher.

In conducting research, theories are needed to explain some concepts that have relation in this research. The concepts which are used must be clarified in order to have the same perspective of implementation between the writer and the reader in the field. This presents a review of related literature and the explanation of the related materials, which is aimed to give some clear clarification of the term used in this

study. Writing is one of the important skills in teaching English. It has always occupied place in most English language course. Writing is a way to product language, which you do naturally when you speak. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them. It is done to convey the message to the reader clearly. That is why writing is considered as the most difficult skill to learn.

The writing process teaches students how to develop their ideas and record them in written form. Each stage of the writing process is important and needs to be explicitly taught. The writing process can be taught in sequence, but it is also important to help students understand that writers go back and forth between the steps as they write. Some writing is never taken to completion. According to Harmer (2004: 11), the process of writing has four main elements: planning, drafting, editing and final version.

Harmer (2004:31) concluded that teaching writing need general preparation the teacher, the teacher has to prepare the goal material or topic for the students for instance: arrangement of particular topics to develop into a paragraph. To improve students' ability to write, the teacher should ever to teach structure, vocabularies and relate information to support.

Genre is a form of text which describes the general of the text. Knapp and Watkins (2005:22) stated that genre is place occasion, function, behavior, and intersection structures. A genre can be defined as a culturally specific text-type which result from using language (written or spoken) to help accomplish something. According to Pardiyono (2007:215) Procedure text is a type of written text to tell about the information or instruction of doing something through a several steps. Procedure text is one of the text types of genre. Procedure text is a piece of writing whether soken or written that tells us information of making or doing something through several steps and directions or a sequence of action or step. Procedure text usually related with direction, instruction, or recipe because there are steps to do to achieve the goal.

Furthermore, Peter Knapp and Meghan Watkins in the book of Genre, Text Grammar: Technologies for Teaching and Assessing Writing (2005:158) they are:

1. Goal, the aim of statement about something that has to be accomplished.
2. Materials, the thing that will be needed to completing the procedure or the aim of goal.
3. Steps, the series of steps which oriented to achieve the goal. Generally, use imperative sentences and sequence markers such as: first, second, third, next, then, after, finally.

Think Talk Write (TTW) strategy is one strategy in teaching learning process. Think Talk Write is a strategy introduced by Huinker and Laughlin in Ansari (2003). This strategy basically built through thinking,, speaking and writing. Martinis in Rahmawati (2013:28) states that Think Talk Write strategy is grouping 3 up to 5 students in one group involving students to think and discuss by themselves after read, then talk and share their ideas with their friend before they write it. Think Talk Write focused on how the students thinking clearly about a topic. By thinking, students learn to find so many ideas and information related to the topic. All of the information by individually then will be talked in a discussion of group. By talking, each student in a group will learn how to share their idea and information and compile it in a written from by writing skill. Some advantages and the disadvantages of think-talk-write strategy, they are:

1. Think-Talk-Write (TTW) strategy can help students to construct their own knowledge so that they become better concept. Students are able to communication and discuss their ideas with their friends so that help each other and exchange ideas. It is help students understand the materials being taught.
2. Think-Talk-Write (TTW) strategy train students to write the result of their discussion systematically so that students got the better understand the material and help students to communicate ideas in written form. (Alwi:2000)
3. It is rather difficult to control the discussion because sometimes the brilliant students are too dominant that the show students do not have changes to take a part in discussion.
4. It is of difficult for teacher to control time for discussion. (Alwi: 2000)

2. RESEARCH METHOD

The research was conducted by using quantitative experimental design which consist of two groups, namely experimental group and control group that is include of the sample. Experimental group was the group that using think talk write strategy and control group was the group that without using think talk write strategy. According to Aliaga and Gunderson (2004), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistic). According to Arikunto (2010) a sample is limited number of element from population to be representative for that population. The sample of this study was selected by using total sampling.

3. RESULTS AND DISCUSSION

The data of this study was obtained from the test score. There were two kinds of test for each group, pre-test and post-test. It is important to know the difference score of the students of both groups.

Table 1. Experimental Group

No	Students' initial	Pre-test (X)	Post-test (Y)
1	AAF	67	81
2	AU	64	78
3	AIPS	65	75
4	APU	63	81
5	CS	71	76
6	DW	66	79
7	DS	65	80
8	EYD	65	76
9	FS	63	75
10	FA	65	76
11	HAFB	70	83
12	MI	68	82
13	MIR	68	80
14	MRHS	65	82
15	MRP	66	85
16	MS	68	80
17	MA	62	75
18	NEST	71	76
19	NAS	66	79
20	NA	70	83
21	RTK	70	82
22	RS	70	81
23	RP	70	85
24	RMP	70	85
25	SN	69	79
26	SAP	60	83
27	SA	65	75
28	SF	61	75
29	TA	65	78
30	TR	68	78
Total		($\sum$X) 1996	($\sum$Y) 2383

As seen on the Table 4.1. The result showed that the sum of pre-test ($\sum$X) was 1996while the sum of post-test ($\sum$Y) was 2383. The result shows that the sum of pre-test ($\sum$X^2) was 133070 and sum of post-test ($\sum$Y^2) was 189601. While, the sum of multiplication of X and Y ($\sum$XY) was 158653. The data shows that the ability of the students' in post-test is more increasing than in pre-test.

Table 2. Controlling Group

No	Students' initial	Pre-test (X)	Post-test (Y)
1	AA	60	65
2	AND	61	68
3	AP	59	65
4	LMK	59	70
5	DSS	62	66
6	FA	61	68
7	HAS	63	71
8	ISS	60	69
9	MAD	60	67
10	MAS	60	69
11	MFN	63	70
12	MKM	63	67
13	MW	63	65
14	NR	59	62
15	NZ	62	65
16	NRB	62	65

17	PNS	62	68
18	PRM	63	67
19	RA	61	66
20	RAH	60	65
21	RDA	63	71
22	RR	61	65
23	RNH	62	70
24	SAT	63	71
25	SRL	63	66
26	SRM	61	69
27	TC	63	71
28	WA	60	65
29	ZA	62	70
30	PAS	62	70
Total		($\sum$X) 1843	($\sum$Y) 2026

The researcher has listed the marks of pre-test and post-test of control group in the table above. The result showed that the sum of pre-test ($\sum$X) was 1843 while the sum of post-test ($\sum$Y) was 2026. After getting the sum of pre-test ($\sum$X) and post-test ($\sum$Y) the researcher squares the score of pre-test and post-test that shown in rows of X^2 and Y^2. Then the result shows that the sum of pre-test ($\sum X^2$) was 113277 and sum of post-test ($\sum Y^2$) was 136998. While, the sum of multiplication of X and Y ($\sum$XY) was 124504. The data shows that the ability of the students' in post-test is more increasing than in pre-test.

The researcher got sum of experimental group of score pre-test (X_1) was 1996, the sum of score post-test (Y_2) was 2383, the sum of devotion (X) was 387, the sum of squared deviation (X^2) was 5356. So, the mean (Mx) score of experimental group was 12,9 and standard deviation ($\sum$X) was 372,7. And sum of control group of score pre-test (Y) was 1834, the sum of score pre-test (X) was 2026. And the sum of deviation (Y) was 183, the sum of squared deviation (Y^2) was 1267. So, the mean (My) score of control group was 6,1 and standard deviation ($\sum$Y) was 150,7.

Finally findings shown that students' of grade 8 at SMP Sinar Husni Medan, especially on experimental group were motivated, enjoyed, and achieved better score and understanding before. The result of calculating t-test showed that t-observed was higher than t-table (t-observed= 9,35 >t-table = 1,67). It means Ha was accepted and Ho was rejected.

4. CONCLUSION

Based on the data analysis, it could be concluded that teaching procedure text by using think talk write strategy is more significant than without using think talk write strategy. The students of experimental group have higher score than of control group. The result of t-test was 9,35 while t-table was 1,67 at df 58 and at the level of significant = 0,05. It is proved that the alternative (Ha) was accepted while the null (Ho) was rejected.

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