

**ARTICLE**

***THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY  
TO THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT  
AT SMPN 2 GURAH KEDIRI ACADEMIC YEAR 2015-2016***



**By:**

**AHMAD FAHMI**

**12.1.01.08.0168**

**Dibimbing oleh :**

- 1. Sulistiyani, M.Pd.**
- 2. Khoiriyah, M.Pd.**

ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2017



**SURAT PERNYATAAN  
ARTIKEL SKRIPSI TAHUN 2017**

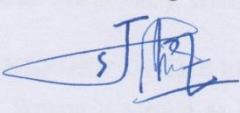
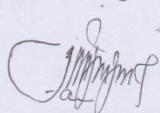
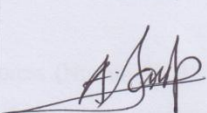
**Yang bertanda tangan di bawah ini:**

Nama Lengkap : AHMAD FAHMI  
NPM : 12.1.01.08.0168  
Telepon/HP : 085748241106  
Alamat Surel (Email) : fahmiahmadfahmi965@yahoo.com  
Judul Artikel : **THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY TO THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT SMPN 2 GRAH KEDIRI ACADEMIC YEAR 2015-2016.**  
Fakultas – Program Studi : TEACHER TRAINING AND EDUCATION  
Nama Perguruan Tinggi : UNIVERSITY OF NUSANTARA PGRI KEDIRI  
Alamat Perguruan Tinggi : JL. K.H. ACHMAD DAHLAN 76 KEDIRI TELEPON (0354) 771576, 771503, FAST RESPON (085735748400)

Dengan ini menyatakan bahwa :

- artikel yang saya tulid merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 26 Januari 2017
Pembimbing I  <u>Sulistiyani, M.Pd.</u> NIDN.0701056803	Pembimbing II  <u>Khoiriyah, M.Pd.</u> NIDN.0719017501	Penulis,  <u>Ahmad Fahmi</u> NPM.12.1.01.08.0168

Ahmad Fahmi | 12.1.01.08.0168  
Fakultas Ilmu Keguruan – Prodi Pendidikan  
Bahasa Inggris

simki.unpkediri.ac.id  
|| 1 ||

***THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY  
TO THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT  
AT SMPN 2 GURAH KEDIRI ACADEMIC YEAR 2015-2016***

Ahmad Fahmi  
12.1.01.08.0168

ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION

Fahmiahmadfahmi965@yahoo.com  
Pembimbing 1 : Sulistyani, M.Pd.  
Pembimbing 2 : Khoiriyah, M.Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

**ABSTRAK**

Writing is products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, Writing is a skill that must be mastered in learning English. But, there are some problems appear when teaching writing and learning process, such as the students do not know how to explore their ideas, have lack of vocabulary and do not know about the structure and difficult in arrange the ideas in to sentences. Then the alternative Strategy can be use by the teacher is Think-Talk-Write (TTW) strategy to solve the problems. This research is about the effect of using TTW on students' writing ability in descriptive text at seventh grade of SMPN 2 Gurah Academic year 2015/2016. This research aims at investigating the effect of Think-Talk-Write (TTW) strategy in students' writing ability in descriptive text at SMPN 2 Gurah Kediri academic year 2015-2016. This research uses quantitative method especially uses pre-experimental design, then the design of pre-experimental is one group pre-test – post-test design. And the sample is a class of VII F consist of 35 students. The data analysis uses t- test computation. The result of the research shows that the mean of pre- test is 64 and the mean of post- test is 80 . Based on the t- computation it is found that the t-table is ( 2,457) in the level of significance 1 % and t- test (7,33). The Null Hypothesis (Ho) was rejected and the Artelnative Hypothesis (Ha) was accepted. Based on the result of t-test, it can be concluded that there is very signnificance effect of Think-Talk-Write (TTW) Strategy to the Students' Writing in Descriptive Text At SMPN 2 Gurah Kediri Academic Year 2015/2016. Finally, the researcher concludes that : (1) TTW helps students to improve their achievement in writing ability. (2) TTW is proved to give a very significant effect on the students' writing ability. So it is suggested that English teacher should use TTW as strategy in teaching writing to improve students achievement, and also the teachers should make the students more active, motivated and can easily accept the materies . For other researchers, they are expected to be able to excavate deeply about the useful of strategy in teaching and learning English especially using TTW.

**Keywords:** Writing ability, Think-Talk-Write (TTW).

**I. BACKGROND OF THE RESEARCH**

Writing is viewed as a means of communication which is commonly used

to express and impress (Nunan: 2003). In order to say that students are success in writing, Nunan (1989:37) proposes some

components which contribute to the successful writing. They are: mastering the mechanics of letter formation, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment statement, polishing and revising one's initial efforts, selecting an appropriate style for one's audience.

In relation, there are many text types taught in Junior High School. For junior high school students who study about monologue text, writing is essential job skill. Based on the 2006 English Standard Competence, the junior high school students are asked to study some monologue texts such as: descriptive, procedure, recount and narrative. One of the texts taught for the seventh grade students of Junior High School is Descriptive text.

Furthermore, According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best method are flexibility and support. In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. The students

who learn English will be successful if the learning sources or strategies are relevant with the students need.

There are some components which contribute to be successful writing, such as generic structure, language features, determine main idea, supporting ideas, concluding sentence, coherence, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning. They have to be taught to the students. If those are not explained to the students, it will make the students feel confused in writing.

Threfore, the researcher uses Think-Talk-Write (TTW) technique in teaching 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 friends before they write it.

Thus, the writer wants to investigate the effect of TTW technique in students' writing ability.

## **II. RESEARCH METHOD**

This is a quantitative research in which the researcher gets the data by doing pre-experimental research with one group

pre-test post-test design. The researcher gives writing descriptive text using pre test, treatment and post test. In the pre test, the researcher asks to the students to make a descriptive text about animal. After the researcher knows about the result of students' wrting which are still low, in which there are many students do not understand about how to make a descriptive text well. Many studens do not understand about simple grammar, their vocabulary are low, they do not concept their ideas before writing. After the researcher observed about those problems, the researcher teaches the students how to make a descriptive text using Think-Talk-Write (TTW) strategy. By applying TTW strategy, the students will be easier to make a descriptive text because they will think about the concept, ideas, then they share their ideas to their friends and last they write their ideas in a descriptive text. After the researcher applying TTW strategy, the researcher gives the students post- test, that is the students are asked to make a descriptive text about animal again.

### **III. RESEARCH FINDING**

The result of the data analysis shows that the total score of pre-test of VII E class is 2255. The standart score of English subject in seventh grade students

of SMPN 2 Gurah Kediri is 75. So, the score in seventh grade students of SMPN 2 Gurah Kediri should more than 75. If the students' score less than 75, they did not pass the test. But if their score more than 75, they will past the test.

From the data of pre-test scores, there are 8 students who passed the test, and there are 27 students who failed the test. It can be concluded that the students who failed the test are higher than the students who passed the test.

Then, the total score of post-test is 2800. It was the score of 35 students. As explained before, the standards score of seventh grade students of SMPN 2 Gurah Kediri is 75. In this post- test, the total score of students who could pass the test were 27 students and 8 students could not pass it. Besides, it could be counted from the total score pre test 2255 and post test 2800. The score of post-test is higher than pre test. It means that the students' score was increasing.

In the Post-test, there was changing score of the students' writing ability after the students were given treatment by the researcher. The average score is 80 and the lowest score is 60. And the detail information of the students' score are; 1 or 3% student got score 60, because the



researcher found some mistakes on their writing such simple grammar and their writing just four lines. 22 % students got score 70, because the researcher found some mistakes on their writing such spelling, and their writing just four lines. 16% students got score 75, because the researcher found little mistakes on their writing such simple grammar and their writing six lines. 12% students got score 80, because the researcher found little mistakes on their writing such simple grammar and their writing seven lines. 19 % students got score 85, because the researcher found little mistakes on their writing such spelling, and their writing seven lines. 25% students got score 90, because the researcher found little mistakes on their writing such simple grammar and their writing eight lines or 3% students got score 100, because the researcher did not find a mistake on their and their writing nine lines.

#### IV. DISCUSSION

The purpose of the researcher doing this research was to find out the significance effect of Think-Talk-Write (TTW) technique to the students' writing ability in descriptive text of the seventh grade students of SMPN 2 Gurah Kediri. Based on the research finding as explained

before, the result shows that there is a very significance effect of Think-Talk-Write (TTW) to the seventh grade students' writing ability.

In the other words, Think-Talk-Write (TTW) can effect to the students' writing ability. It is proved by the different score of pre- test and post- test. The total score of pre-test is 2255 and the mean is 62 and score of post-test is 2800 and the mean is 78. Moreover, the result of the t-score (7,33) is higher than t-table in the level of significance 1% (2,457), 5% ( 2,750).

The research finding above have showed that TTW brings some positive effects to the learning process of writing in the classroom. Huinker and Laughlin in Zulkarnaini (2011) states Think-Talk-Write helps the students to improve their writing based on their friends and their teacher's comments and suggestions. Therefore, this learning model should be applied especially in teaching writing. There are interactions between students, so they don't learn writing silently. And they can be more active to look for information.

In other words, TTW has good effect to the students' writing ability especially in descriptive text, their interest or motivated in writing and their critical thinking. It means that the students who

are taught by using TTW technique have better skill in writing. It affects to the students' writing ability. It can be said that there is very significance effect of Think-Talk-Write (TTW) technique to the seventh grade students' writing ability in descriptive text at SMPN 2 Gurah Kediri Academic Year 2015/2016. Thus, the students that were taught by using Think-Talk-Write (TTW) technique has proved that they have better writing than when they were taught by using conventional way.

## **V. CONCLUSSION**

In the previous chapters, the researcher has explained about the problems dealing with students' writing skill and its teaching and learning process. In relation with the teaching learning process of writing skill, it is found that teacher teaches writing skill in traditional way. With this phenomenon, the researcher proposes a technique for teaching writing skill, called TTW. Think-Talk-Write (TTW) is a strategy in which the students make a group consist of 3 up to 5 students in one group involving student to think and discuss by themselves after read, then talk and share their ideas with their friends before they write it. With Think-Talk-Write strategy, students work together in

achieving goals by upholding the norms of the group. They also actively helping and motivating spirit to succeed together. And play active role as peer tutors enhances the group's success. Therefore, interactions among students increase their ability to argue.

Considering the strength of TTW, the researcher did an experimental study by giving to the students the pre-test, treatment and post-test. After calculating the result of pre-test and post-test, it is found that the result of post-test is higher than pre-test. The mean score of pre-test is 64 and post-test is 80. It means that there is any effect of the Think-Talk-Write strategy to the students' writing ability. The researcher concludes that TTW is effective to be applied in teaching writing especially seventh grade students of SMPN 2 Gurah Kediri in Academic year 2015/2016. This means that the result of the research confirms the theory of TTW proposed by Laughlin and Huinker.

## Bibliography

- Asnita. 2012. *The effect of using Think Talk Write (TTW) Strategy toward the Ability in Writing Descriptive Paragraph of Eight Grade Students at Hasanah Islamic Junior High School Pekanbaru*. Thesis. Tidak di publikasikan. Pekanbaru. Universitas Islam Negri Sultan Syarif Hasyim
- Eka., Zainil & Kusni. 2014. Improving Students' Writing Skill of Recount Texts by Using Think-Talk-Write Strategy at Grade Viii-B of MTs SMQ Bangko. *Journal English Language Teaching (ELT)*, 2 (1): 39-46
- Nova, Lailatul & Hilyatul. 2013. Think-Talk-Write (Ttw) Strategy For Teaching Descriptive Writing. *Jurnal Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo*, 1 (1): 2337-9278
- Sari, Novita., Saun, Saunir & Rosa, Nur, Rusdi. 2014. The Effect of Using Think-Talk-Write Strategy in Teaching Writing an Analytical Exposition Text Toward Grade XI Students Writing Achievement At SMAN 10 Padang. *Journal of English Language Teaching* .2 (2):2302-3198
- Yuanita. 2009. *Micro and Macro Skills of Writing Found in the Writing Exercises of the Bridge English Competence for SMP Grade VIII Published by Yudhistira*. Skripsi. Tidak di Publikasikan. Semarang: FACULTY OF LANGUAGES AND ARTS UNESA.



