THE USE OF THINK TALK WRITE STRATEGY IN TEACHING WRITING

Totoil
Program Studi Pendidikan Bahasa Inggris, FKIP,
Universitas Madura Jalan Raya Panglegur 3,5 KM
Tlanakan, Pamekasan, Madura 69371
e-mail: toto_1206@gmail.com

Abstract:
"Think-Talk-Write (TTW)" Strategy is a cooperative learning mode to make teaching and learning process easier. This research used the qualitative research. The target population, in this study, was the English teacher and the Eighth grade students of MTs al-Azhar Toket Proppo Pamekasan the members of population is 20 students. Data were obtained firstly from the observation sheet. , the writer also collected the data by interviewing the English teacher of the Eighth Grade. In analyzing the data, the researcher used descriptive qualitative Strategy in order to make it easier for the readers to get the description about theuse of "Think Talk Write Model" and its strengths and weaknesses.The writer analyzed the data in three basic and simple steps. Some strengths teaching writing using TTW model such as: It makes students to be independent, it makes students to be cooperative, to build a good teamwork. So, they help each other, it makes students think smarter, speak fluent and write systematically. Meanwhile the weaknesses are, When students work in ground, some of them are easy to lose their own skill and confident because they are dominated by others.
 Keywords: *Think Talk Write, Writing Skills*

INTRODUCTION

Language is used to create and represent meanings and how to communicate with others and to engage with the communication of others (Scarino, S and Liddicoat A, 2009: 16). Meanwhile Meyer, C (2009: 15) assumes that language is a product of both the mind and the social contexts in which it is used. Finally the writer concludes that language is a very principle tool used to communicate.

In Indonesia, English is considered as a first foreign language and compulsory subject to be taught in secondary schools. As a matter of fact, teaching and learning English as a foreign language is gradually getting more important. Teaching and learning English becomes complex since it consists of four skills; Reading, Speaking, Listening and Writing and also components such Vocabulary, Structure (Grammar) and pronunciation that teachers and learners should master. The complexity may also be reflected due to the dissimilarities the system of rules between native and target language. Such the features of the native language are transferred into the target language (Anas, 2009: 3).

English consists of some skills; listening, speaking, reading and writing. Writing is one of the English skills concerned at most in this study because writing psychologically helps people feel happier, leads them to better thinking and communicating, keeps them -in shape- as they age, leads to increase gratitude, and leads people to a better learning to

produce their ideas, words, sentences, paragraphs, and compositions.

. In (Oxford Advanced Learners Dictionary), Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually. Meyers (2005:2) say that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.

A soilitude student is difficult to think an idea. It makes writing process really difficult to start especially to get a main idea. If a student is starting to write, it is difficult to expand spicific ideas and it takes longer time to finish a writing process. Most of students prefer to learn in group. The cooperative learning is suitable way to share an ideas among other students in group. It produces a dynamic learning process because it is expanded by several ideas, many ideas are difficult to start especially to get a main idea.

In writing, "Think-Talk-Write (TTW)" Strategy is a cooperative learning mode to make teaching and learning process easier. It introduced by Huinker and Laughin. Rosa, et al,. (2014: 211) say that TTW is a Strategy of teaching built in three phases; think, talk, and write. In the Think Phase, the students the ideas about the topic the get and write down in small note. In the Talk Phase the students work in group and share their ideas that they have made in small note, discuss and solve the problems they face. While in the Write Phase –after the discussion ended- the students write down the result of the discussions.

In this srategy, students really active in writing process because they express their own ideas freely. TTW srategy divide students into several heterogeneous group to make writing process more effective. In cooperative writing including this Strategy, is improving students's mastering concepts. To mastering concepts, this srategy needs instrument as a visualization for students to expand their ideas widely.

At eighth grade of MTs al-Azhar Proppo uses the TTW Strategy in the teaching and learning of English, especially writing. The English Teacher of second grade at MTs al-Azhar seems to provide students the easier way in writing a sentence or paragraph-in which most students find it difficult recently. This is very interesting since the Eighth Grade Students of MTs al-Azhar only consist of 20 students and this school has some lack of teaching and learning facilities. Based on the this fact, the writer is interested in conducting a research entitled "The use of Think Talk Write Strategy in Teaching Writing at the Eighth Grade Students of MTs Al-Azhar Toket Proppo Pamekasan"

RESEARCH METHODOLOGY

Research design refers to the general strategy in gathering and analyzing the data needed for answering the questions. Its purpose is to discover answer to meaningful question through the application of scientific

purpose. This research used the qualitative research. Qualitative research is a process of understanding social or human problem based on building a complex, holistic picture, formed with word reporting with detail information and conducted natural setting (Sugiyono, 2010:14).

The target population, in this study, was the English teacher and the Eighth grade students of MTs al-Azhar Toket Proppo Pamekasan the members of population is 20 students. Finally, the sample of this study was the population itself, which is-the English teacher and the Eighth Grade Students of MTs al-Azhar Toket Proppo Pamekasan that consists of 20 students.

To collect the data the writer used some instruments. The instrument used in this research was observation and interview. The observation sheet used in this study was the Student Observation Checklist(see appendix I). This was used to observe the students' activities in the progress of the learning using TTW strategy. The writer came into the classroom with the teacher while preparing the available observation sheet. When the learning took a place using TTW strategy, the writer check listed the observation sheet in which students did or did not do the aspects. In this type of observation, the researcher was non-participant observer, since he did not live as a member of the subject of the study. The researcher watched the subject.

The interview was constructed with five list questions for the English teacher and 4 list questions for the students. The respondents from students were selected based on their quality involvement in the classroom activity taught with TTW model. In other word, the respondents were selected based on their scores taken from observation sheet; the highest and the lowest one.

Data Collection

Data were obtained firstly from the observation sheet. The writer had used an observation sheet to record the data during the applying TTW in the classroom teaching activity. The observation sheet consisted of several items taken from the activity that the students did as long as the teaching process took a place. The scoring towards students' activity in the students' observation sheet used in this study as clearly stated above was to know how TTW Strategy took a place in this learning. The scoring was based on the quality of the students' involvement in every aspect the learning activity, they got 2 if they did the aspect of TTW learning strategy, the got 1 if they did it for some time, and 0 if they did nothing at all.

Additionally, the writer also collected the data by interviewing the English teacher of the Eighth Grade Students of MTs al-Azhar Toket Proppo Pamekasan.

Data Analysis

In analyzing the data, the researcher used descriptive qualitative Strategy in order to make it easier for the readers to get the description about theuse of "Think Talk Write Model" and its strengths and weaknesses.The writer analyzed the data in three basic and simple steps.

First, Identification means to know something by searching. In this step, first of all, each aspect of the students' activities done by students in the observation sheet were collected and counted them to identify

or know the score of the each aspect of TTW strategy. Secondly, the writer grouped the data collected from the sheet and presented them in tables to know the percentage of the use TTW teaching model. Descriptive statistical analysis used in this way to get the percentage. The formula is: P= f/n x 100   Where p = Percentage of activity, f = grade obtained, and n = number of subject.

Further, after getting the score and the percentage, the write used the table of the level of category to know the category of the use the TTW Strategy and to determine its strengths and weaknesses.

Category of the use of TTW	Score (%)
Very good	90-100
Good	65-90
Fair	50-65
Poor	50-50
Very Poor	<40

Table 1 used to know the category of the use of TTW Teaching strategy

The last step was making a conclusion. The writer concludes by describing the use of TTW Strategy in teaching Writing at The Eighth Grade Students of MTs al-Azhar Proppo Pamekasan and its strength and weaknesses based on the two steps above; identification and tabulation.

RESULT AND DISCUSSION
The Use Of TTW Model In Teaching Writing

The data obtained from the observation sheet in term of the aspects of students activity in TTW Teaching Model and from the interview addressed to the English teacher and two of eighth students of al-Azhar.

From the observation sheet was identified that item 1 has 54 scores, item 2 and 3 50 scores, item 4 and 5 have 49 scores, item 6 has 48, and item 7 has 49 scores. Here are the detail score of the items;

No	Name Of Students	Aspects of Students' Activity in TTW strategy 1	2	3	4	5	6	7	Y (3)	S (2)	N (1)
1	Students 1	3	2	3	1	2	3	2	3	3	1
2	Students 2	2	2	3	2	1	2	3	2	4	1
3	Students 3	3	3	1	2	3	3	3	5	1	1
4	Students 4	3	3	3	3	3	2	3	6	1	
5	Students 5	3	3	3	3	2	3	2	5	2	
6	Students 6	3	3	3	3	3	3	3	7		
7	Students 7	3	3	2	2	3	3	2	4	3	
8	Students 8	1	3	1	1	3	1	1	2		5
9	Students 9	3	2	3	2	2	2	3	3	4	
10	Students 10	3	3	3	3	3	3	3	7		
11	Students 11	3	2	3	3	1	3	1	4	1	2
12	Students 12	2	1	2	3	2	1	1	1	3	3
13	Students 13	3	3	2	2	1	1	1	2	2	3
14	Students 14	1	3	3	1	3	3	3	5		2
15	Students 15	3	3	2	3	3	3	3	6	1	
16	Students 16	3	2	3	3	3	1	3	5	1	1
17	Students 17	3	3	3	3	2	3	3	6	1	
18	Students 18	3	3	3	3	3	3	3	7		
19	Students 19	3	2	1	3	3	2	3	4	2	1
20	Students 20	3	1	3	3	3	3	3	6		1
	Total	54	50	50	49	49	48	49			

Table 2. Aspects of Students' Activity in TTW strategy

Additionally, in relation with the strengths and weaknesses of the use of TTW Model in teaching Writing at al-Azhar Proppo Pamekasan, the writer addressed interviews to the English Teacher and two students. The result of the interview is as follow:

a.   Interview with the teacher

Interviewer: How is the teaching and learning process with TTW model at Eighth Grade of MTS al-Azhar?

Teacher: TTW model providing a good way to students to train their writing ability. This model of teaching helps them a lot. So, so far teaching with TTW model is very good. Besides, this model also stimulate their minds to find and produce something as well as encourage them to speak actively and fluently.

Interviewer: How is the students' interest in teaching writing with TTW model?

Teacher: Their interests are good enough. We can see from their responses and their activity during the learning process using TTW.

Interviewer: What the obstacles does the teacher face in teaching writing with TTW model?

Teacher: There are some, such as the lack of teaching media, materials and sometime students are crowded, and the like.

Interviewer: How is the interaction between teacher and students with TTW teaching model?

Teacher: the interaction is good; when I explain they pay attention and listen carefully. And when they don't understand it, they never fell shy to ask me.

Interviewer: What do you think about TTW model in teaching writing?

Teacher: in my opinion, TTW model is helpful, it makes students think smart, speak fluent, and write creatively. Overall, this model provides both teacher and students an easy way to teach and learn English.

a. Interview with the students

Interviewer: Apakah anda pernah menulis text prosedur atau lainnya?
(Do you have any English procedure text or any else?

Student 1: Pernah, pas ada tugas kemaren

Interviewer: Apakah anda bisa menulis teks berbentuk prosedur dalam Bahasa Inggris?
(Can you write an English procedure text?)

Student 1: bisa, tapi harus dbantu kamus

Interviewer: Apa anda mengalami kesulitan dalam menulis teks prosedur dalam Bahasa Inggris? (What are your difficulties in wring procedure text?)

Student 1: iya. Sulit menyambung kata dengan kata lainnya. Susah menemukan bahasa inggrisnya yang agak asing.

Interviewer: Apakah anda pernah menulis text prosedur atau lainnya?
(Do you have any English procedure text or any else?

Student 2: Pernah, tapi tidak selesai.

Interviewer: Apakah anda bisa menulis teks berbentuk prosedur dalam Bahasa Inggris?
(Can you write an English procedure text?)

Student 2: bisa, sedikit

Interviewer: Apa anda mengalami kesulitan dalam menulis teks prosedur dalam Bahasa Inggris? (What are your difficulties in wring procedure text?)

Student 2: cukup Sulit dan kadang tidak selesai dan tidak berurutan.

No	Aspect of Students' activity	Total of Each Aspect	%	Category
1	Students listen to and pay a good attention when the teacher explains the objective of the study and motivates them.	54	90,00	Very good
2	Students are conducive while they are grouped	50	83,33	good
3	Students get the topic lesson, read and listen to the teacher's explanation about topic	50	83,33	good
4	Students *think* and make small notes	49	81,66	good
5	Students discuss (*Talk*) the topic with the group.	49	81,66	good
6	Students present the results of the discussion. And	48	80,00	good
7	Students conclude the topic, and then they *write it*.	49	81,66	good
	Total	349	83,09	Good

Table 3. The percentage of the use TTW teaching model

The Strengths and Weaknesses of TTW Model In Teaching Writing

The Strengths

Based on the identified and described data above, there some strengths teaching writing using TTW model such as: It makes students to be independent, it makes students to be cooperative, to build a good teamwork. So, they help each other, it makes students think smarter, speak fluent and write systematically. Students can construct their knowledge based on their comprehensive. The last, building a way of thinking, communication between students and teacher and students with other students.

The Weaknesses

Meanwhile the weaknesses are, When students work in ground, some of them are easy to lose their own skill and confident because they are dominated by others. Teacher should really prepare all media well so that using this model of teaching does not encounter any difficulties.

Discussion

From the data above, the writer concludes that the use of TTW in teaching writing at MTs al-Azhar Proppo Pamekasan runs well and help students a lot to learn to write of English. We can see from their activity during the learning progress, they did it good.

The table told us the students was very good in the first aspect as they made highest percentage, the students really made a good start in learning writing using TTW model. The students also enjoy the learning using TTW if seeing the other aspects they did. In the end reaching 83,09 percent indicated that the use of TTW model in teaching writing at MTs al-Azhar was running well.

This model of teaching has many advantages; such as training almost all skills of English, independency, cooperation, and building good interaction and communication. However, this also has disadvantages, but not so effectible. Overall, the use of TTW model in teaching writing at MTs al-Azhar Proppo Pamekasan is good.

CONCLUSION

Naturally all people are interacting and communicating with one another. As a result, they require a tool to use in their interaction and communication that is language. Languages all over the world vary as every country has its own standard language such as; Indonesia, Arabic, Spanish, French and so forth. So, to interact and communicate with people all over the world it is necessary to standardize one language to use that is English.

English is so widely spoken and known as an international language in which people can use to make communication. English consists of some skills; listening, speaking, reading and writing. Writing is one of the English skills concerned at most in this study because writing psychologically helps people feel happier, leads them to better thinking and communicating, keeps them -in shape- as they age, leads to increase gratitude, and leads people to a better learning to produce their ideas, words, sentences, paragraphs, and compositions.

There appears many concepts in writing and students only have to choose the suitable concept. This cooperative learning is one of the best answers in teaching writing. In

writing, "Think-Talk-Write (TTW)" Strategy is a cooperative learning mode to make teaching and learning process easier.

The result of this study told us the students was very good in the first aspect as they made highest percentage, the students really made a good start in learning writing using TTW model.

The students also enjoy the learning using TTW if seeing the other aspects they did. In the end reaching 83,09 percent indicated that the use of TTW model in teaching writing at MTs al-Azhar was running well. And overall, the use of TTW strategy in teaching writing at MTs al-Azhar Proppo Pamekasan was very good. This strategy also provides some advantages that oversimplify both teacher and student in teaching and learning English.

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