



The Effect of Think-Talk-Write Strategy to The Students' Writing Achievement of Recount Text of The Eight Grade Students of SMP Negeri 2 Siantar

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Abstract

The objective of this study was to gather empirical evidence regarding the impact of the Think-Talk-Write (TTW) strategy on students' writing performance in recount texts. This research employed a quantitative approach and utilized a quasi-experimental design. The participants were eighth-grade students from SMP Negeri 2 Siantar, specifically class VIII-1, which had 32 students in the experimental group, and class VIII-2, which also had 32 students in the control group. The total population consisted of 64 students, selected using a purposive sampling technique. The experimental group received instruction through the Think-Talk-Write strategy, while the control group was taught using communicative language teaching methods. The findings indicated that the post-test mean score for the experimental group was 82.81, compared to a pre-test mean of 50.62. In contrast, the control group achieved a post-test mean score of 70.93 and a pre-test mean of 50.12. After collecting the data, statistical hypothesis testing was conducted using the t-test formula. The analysis revealed that the t-test value surpassed the t-table value ($2.30 > 1.670$), indicating support for the alternative hypothesis (H_a). Consequently, the study concluded that there is a significant effect of the Think-Talk-Write strategy on the writing achievement of eighth-grade students at SMP Negeri 2 Siantar in recount text writing.

Keywords: Think-Talk-Write (TTW) Strategy, Writing, Recount Text

INTRODUCTION

Writing is an activity that originates from the mind, crafting a script that holds significance through words. It involves the organization of words on a page. Unfortunately, there are still numerous individuals who lack the ability to read or write. According to Harmer (1998) and Br Sembiring (2020:27), "Writing is a highly intricate process; it is not merely a straightforward task, but rather a complex one."

Writing is often viewed as a passive skill because it can be monotonous, preventing students from actively engaging their creativity in the writing process. According to Wahleithner (20018, the writing experiences of students in school can vary significantly, especially when teachers are unprepared to effectively teach writing skills in the classroom. One effective method to develop writing skills in schools is through practice, which should be supported by a curriculum starting at the senior high school level that includes a diverse

range of texts. Recount texts are a specific type of English text and are among the essential forms that tenth graders in senior high school need to master.

Recount texts are a type of English text that narrates past stories, actions, or daily activities, Wulandari & Husen (2020). According to Jarrot and Wignell (1994), as cited in Baidhowi & Pamungkas (2020), "A recount text is designed to entertain readers by sharing an experience." Additionally, Annisa Nuraini and Odo Fadloeli (2019), quoted in Purwati (2016), state that "The general structure of a recount text includes an introduction, which outlines the events, followed by the events themselves, and concludes with a summary of the story that presents the main ideas." Students often feel unsure about how to begin writing a recount text and how to express themselves within it. Furthermore, they struggle with understanding the overall structure of a paragraph and using the correct tense in a recount text.

Based on the author's experience during the preaching practice program at SMP Negeri 2 Siantar, it was observed that most students struggled to write recount texts properly, and many were unable to express their ideas in written form. Finding ideas proved to be challenging, and students lacked sufficient mastery of vocabulary, grammar, and language features necessary for writing recounts. This issue became evident when students attempted to write story texts (creating experiential narratives) individually. However, many students still made numerous errors in their recount texts, resulting in many receiving grades below the minimum mastery standard (KKM). Consequently, students have the opportunity to pursue remedial assistance. When students continue to score low on recount text writing, it indicates that their writing skills are still lacking, particularly in crafting recount texts. Therefore, it is essential to enhance the writing proficiency of eighth-grade students in this area.

To address the aforementioned issues, the Think-Talk-Write (TTW) strategy is an effective approach for teaching writing, particularly for recount texts. According to Huinker and Laughlin (1996), as cited in Muna et al. (2020:349), "The Think-Talk-Write strategy helps students think and organize their thoughts and ideas before they write them down." This strategy is believed to motivate and guide students in their writing process. Riandi and Nurfaujiah (2018:56) explain that "the process begins with student engagement in thinking or discussing after reading, sharing ideas with peers, and then moving on to speaking and writing." The Think-Talk-Write strategy is considered an active learning process because it encourages students to think, discuss, and then record the outcomes of their discussions, Khomsah et al (2023). This means that students will collaborate to discuss their findings and articulate them in writing. According to Riandi and Nurfaujiah (2018) concluded that "the results indicate a significant impact of implementing the Think-Talk-Write strategy on students' expository writing."

According to Asvini et al. (2020), "the use of the TTW strategy can be an effective method to assist students in improving their writing skills." Additionally, Kamelia (2019) concluded that "the Think-Talk-Write strategy is an effective approach to address the challenges students face in generating ideas." In this study, the Think-Talk-Write strategy is suggested as a solution to these problems. It is strongly recommended as a strategy for enhancing students' writing abilities.

Based on the background above, the researcher tries to conduct a research with the title **“The Effect on Think-Talk-Write Strategy to the Students Writing Achievement of Recount Text of the Eighth Grade Students of SMP Negeri 2 Siantar”**

METHOD

This survey is designed as a quantitative research study. According to Creswell (2018:41), "quantitative surveys are methods used to test objective theories by examining the relationships between variables." The type of survey employed in this study is a quasi-experimental design aimed at determining the effect of the Think-Talk-Write strategy on students' writing achievement. Creswell (2018:313) notes that “quasi-experiments involve assigning participants to groups, but without random assignment.”

The quasi-experimental design involves two class groups: an experimental group and a control group. In the experimental class, the researcher implemented the Think-Talk-Write strategy for teaching recount texts, while in the control class, the Communicative Language Teaching method was used.

The research was conducted with eighth-grade students at SMP Negeri 2 Siantar, located at Jln. H. Ulakma Sinaga No.1, Pematang Simalungun, Siantar. The sample for this survey consisted of two classes: the first group, class VIII-1, served as the experimental group with 32 students, while the second group, class VIII-2, acted as the control group, also comprising 32 students.

Prior to the implementation of the Think-Talk-Write (TTW) strategy in the teaching process, a pre-test was conducted to evaluate the students' writing skills. After applying the TTW strategy, a post-test was administered to assess the students' writing abilities. In this assessment, the researcher assigned a writing task that required students to create a recount text reflecting their personal experiences.

RESULT AND DISCUSSION

Data Description

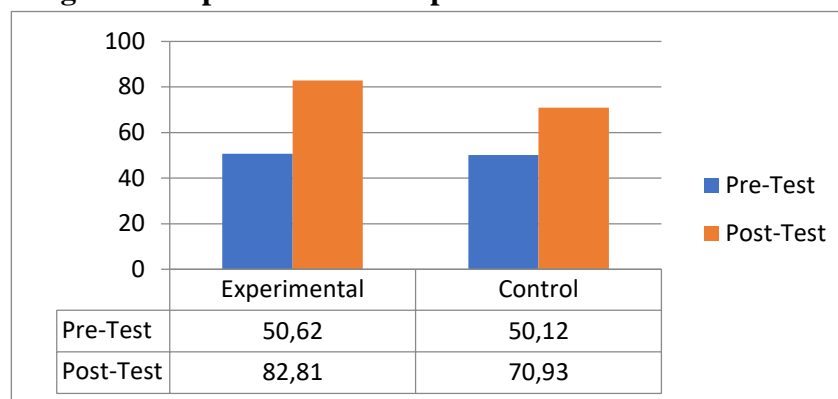
The authors evaluated student performance in both the pre-test and post-test within the experimental group. The table below displays the scores obtained by the students.

Table 1. Students scores of the Experimental Class

| No | Student's Initial Name | Pre Test | Post Test |
|----|------------------------|----------|-----------|
| | ARP | 63 | 83 |
| | ASL | 53 | 89 |
| | AFP | 47 | 80 |
| | ARP | 63 | 87 |
| | AHA | 43 | 83 |
| | CKP | 50 | 73 |
| | DSN | 50 | 88 |
| | DAN | 43 | 89 |

| | | | |
|----------------------------|---------|-------------|-------------|
| . | FTD | 47 | 87 |
| . | IMA | 57 | 87 |
| . | JH | 43 | 70 |
| . | KDN | 60 | 80 |
| . | LRI | 70 | 91 |
| . | LP | 57 | 70 |
| . | LR | 60 | 83 |
| . | MDA | 57 | 80 |
| . | M.D | 25 | 92 |
| . | M. Adam | 25 | 91 |
| . | MNG | 25 | 76 |
| . | MRM | 52 | 83 |
| . | NAPS | 45 | 80 |
| . | NB | 71 | 92 |
| . | NAK | 25 | 65 |
| . | RP | 53 | 73 |
| . | RRSD | 60 | 83 |
| . | RA | 47 | 87 |
| . | RR | 53 | 86 |
| . | SE | 73 | 92 |
| . | SRA | 57 | 80 |
| . | TH | 35 | 80 |
| . | TO | 55 | 83 |
| . | YV | 56 | 87 |
| Σ | | 1620 | 2650 |

Based on the table above, the highest score in the exam was 73, while the lowest score was 25. In comparison, the highest score in the post-test was 92, and the lowest was 65. Furthermore, the total of all previous scores was 1620, leading to an average score of 50.62. For the post-test, the total was 2650, resulting in an average score of 82.81.

Figure 1. Improvement in Experimental and Control Class

After calculating the mean scores for the pre-tests and post-tests of both the experimental and control groups, the researcher presented the combined data in a graph. The chart illustrates a clear improvement in student performance, particularly after the intervention. The experimental group, which employed the Think-Talk-Write (TTW) strategy, saw a significant score increase from 50.62 in the pre-test to 82.81 in the post-test, resulting in an improvement of 32.19 points. In contrast, the control group, which continued with the Communicative Language Teaching strategy, had a more modest increase from 50.12 to 70.93, an improvement of 20.81 points.

These findings indicate that the Think-Talk-Write strategy significantly enhanced the writing achievement of eighth-grade students at SMP Negeri 2 Siantar. The larger improvement in the experimental group suggests that engaging teaching methods can effectively develop students' writing skills, highlighting the value of innovative approaches in fostering student engagement and improving writing outcomes.

Testing Hypothesis

The t-table value is 1.670, based on the established hypothesis formula. The null hypothesis will be rejected if the t-test value exceeds the t-table value. Since the t-test result of 2.30 is greater than 1.670 at a significance level of 0.05 for a two-tailed test, this indicates a statistically significant difference between the two groups. This finding underscores the effectiveness of the Think-Talk-Write (TTW) strategy in enhancing writing achievement in recount texts compared to the Communicative Language Teaching method.

Research Findings

The researcher analyzed the data and concluded that the Think-Talk-Write (TTW) strategy significantly impacts students' writing achievement in recount texts compared to the Communicative Language Teaching method.

Experimental Class: Utilizing Think-Talk-Write Strategy

- In the experimental class, the highest pre-test score was 73, while the lowest was 25.
- After applying the Think-Talk-Write strategy in teaching, the post-test results indicated a notable improvement, with the highest score reaching 90 and the lowest score at 50.
- The total pre-test score for this class was 1620 points, resulting in an average pre-test score of 50.62.
- After the instructional intervention, the experimental class achieved a total of 2650 points in the post-test, leading to an improved average score of 82.81.

Control Class: Utilizing Communicative Language Teaching Strategy

- In the pre-test, the control class recorded a lowest score of 25 and a highest score of 80.
- In the post-test, scores in the control class ranged from 50 to 90.
- The total pre-test score for this class was 1604 points, resulting in an average pre-test score of 50.12.
- Following the instructional intervention, the control class achieved a total of 2270 points in the post-test, resulting in an improved average score of 70.93.

Statistical Analysis

The calculated t-test value was 2.30, which surpassed the t-table value of 1.670 at a significance level of 0.05. This suggests that the alternative hypothesis (H_a), which asserts that the Think-Talk-Write strategy has a greater effect on writing achievement in recount texts than the Communicative Language Teaching method for eighth-grade students at SMP Negeri 2 Siantar, is accepted.

This finding highlights the superior effectiveness of the Think-Talk-Write (TTW) strategy in improving writing achievement in recount texts compared to the Communicative Language Teaching approach.

Discussion

The results of this study highlight the effectiveness of the Think-Talk-Write (TTW) strategy in improving writing achievement in recount texts among eighth-grade students at SMP Negeri 2 Siantar. By fostering critical thinking and collaborative discussions, TTW enables students to develop a deeper understanding of the writing process, leading to better learning outcomes compared to traditional methods such as Communicative Language Teaching (CLT).

In the experimental class, students demonstrated significant improvement, with mean scores rising from 50.62 in the pre-test to 82.81 in the post-test. This increase indicates that the TTW strategy not only encouraged active participation but also improved students' ability to articulate their thoughts and ideas. Conversely, the control class showed a more modest increase in mean scores, from 50.12 to 70.93, suggesting that while CLT has its advantages, it may not engage students as effectively as TTW.

The post-test standard deviations further highlight the TTW approach's effectiveness, with the experimental class showing a standard deviation of 7.00 compared to 10.07 in the control class. This indicates more consistent performance improvements among students in the TTW group, which is crucial for educators as it reflects both individual progress and the overall effectiveness of the teaching strategy.

Statistical analysis supports these conclusions, with a t-test value of 2.30, exceeding the critical t-value of 1.670. This statistical significance reinforces the idea that the TTW strategy leads to substantial improvements in writing achievement, validating its effectiveness as a teaching method.

In summary, the Think-Talk-Write strategy significantly enhances students' writing skills in recount texts while fostering an interactive and collaborative learning environment. The results of this study provide strong evidence for teachers at SMP Negeri 2 Siantar to consider adopting TTW in their teaching practices, as it not only improves academic outcomes but also enriches the learning process for students.

CONCLUSION

The study on the Think-Talk-Write (TTW) strategy's impact on writing achievement in recount texts among eighth-grade students at SMP Negeri 2 Siantar concluded that TTW significantly improves writing skills compared to the Communicative Language Teaching (CLT) approach. In the experimental class, pre-test scores increased from 25 to 73 and post-test scores from 65 to 92, demonstrating effective student engagement and improved writing abilities. In contrast, the control class's pre-test scores ranged from 25 to 80 and post-test scores from 50 to 90, indicating that CLT is less effective than TTW. The experimental class's mean scores rose from 50.62 to 82.81, while the control class increased from 50.12 to 70.93. The post-test standard deviation was 7.00 for the experimental group, compared to 10.07 for the control group, showing more consistent performance improvements with TTW. Statistical analysis revealed a critical t-value of 1.670 and a calculated t-test value of 2.30, indicating significant improvement in the experimental group. In summary, the TTW strategy effectively enhances writing achievement in recount texts by fostering an interactive learning environment, providing strong evidence for educators at SMP Negeri 2 Siantar to adopt this approach to improve student engagement and academic outcomes.

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