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Facilitating Students' Writing Performance by Using "Think-Talk-Write" Strategy: A Classroom Action Research

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## Facilitating Students' Writing Performance by Using "Think-Talk-Write" Strategy: A Classroom Action Research

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**Abstract:** The research purpose was to improve the tenth grade students' descriptive text writing achievement and students' active participation at SMAN 1 by using "Think-Talk-Write" strategy. This research design was a classroom action research that was conducted collaboratively with the English teacher. The research participants of the study were the X Science 5 students. The result revealed that teaching writing by using "Think-Talk-Write" strategy could improve the tenth grade students' descriptive text writing achievement and students' active participation because the students who got score  $\geq 75$  or more increased from 77, 14% in the first cycle to 82,85% in the second cycle. The improvement of students' active participation was also shown from 85,36% in the first cycle to 90,35% in the second cycle. "Think-Talk-Write" strategy could help the students' in writing such as in finding, generating, expressing and exploring their ideas into a piece of writing.

**Keywords:** "Think-Talk-Write" Strategy, Classroom Action Research, Descriptive Text.

### 1. Introduction

Writing is considered as a difficult subject or skill for EFL students to learn. As Graham, Harris & Mason (2005) state that writing is considered very difficult, complex and challenging skill to master. It is because a writer should apply several aspects of writing like content, organization, vocabulary, grammar, mechanic in order to make a good readable composition. Therefore, writing becomes the most challenging task for the students to learn.

Furthermore, in the teaching learning writing process the tenth grade students of SMAN 1 Arjasa were known experience difficulties in writing. Based on the result

of the interview the Teacher indicated that the students got difficulty in writing because it was difficult for them to find ideas or generating idea. As a result, the students need to have a great effort and time to create a good content. In other words, the students struggled to develop the idea and express it into a piece of writing.

To solve the problems, the researcher collaboratively with the teacher agreed to use “Think-Talk-Write” strategy in teaching writing. It was expected because “Think-Talk-Write” strategy was a good strategy could help the students in build ideas into piece of writing. The stages can helped the students’ to produce a descriptive text based on the generic structure. Huinker& Laughlin (1996:82) state that “Think-Talk-Write” strategy builds in time for thought and reflection, and for the organization of ideas and the testing of those ideas before students are expected to write.

## **2. Review of Related Literature**

### ***2.1. “Think-Talk-Write” Strategy in Writing Instruction***

According to Harmer (2007: 4), writing process – that is the process the stages a writer goes through in order to produce something in its final writer form. The writing process has four elements; planning, drafting, editing, and final version. According to Huinker& Laughlin (1996), “Think-Talk-Write” strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.

According to Lutfiyah (2011:31), the advantages of using “Think-Talk-Write” strategy are that the students participate actively in exploring a problem; this

method develops thinking, talking, and writing process which allow stimulus for students to study hard and find information from various sources; the heterogeneous group increases the students' social relationship; and the students can construct their own knowledge from the result of discussion. Therefore, "Think-Talk-Write" strategy brings some benefits by helping the students to explore their idea easily and facilitate the students to get the information based on the topic.

In teaching writing by using "Think-Talk-Write" strategy, the teacher distributes passages or pictures and tells the students the procedure of the teaching learning that will be done. Next, s/he puts the students in heterogeneous of five. Students read the passage and make a note following the teacher's instruction (Think). This activity is done individually to be brought in discussion. Students interact and collaborate to discuss their notes, and then discuss it with the whole class (Talk). Students construct their own knowledge as the result of collaborative writing (write).

## **2.2. Review of previous studies**

Abusaeedi (2015) conducted a research about analyzing source of the written errors according to the gender. His research design was a quantitative analysis. The research was conducted in Iran with 100 participants; 50 male and 50 female from the Iranian advanced EFL learners. He found that many female EFL learners are make more errors on their written productions than the male EFL learners. Meanwhile, Darus (2009) conducted a research about what are six most common errors that students make in their essays. Research design of her study was a case study. The research was conducted in Malaysia with 72 participants; 37 male and 35 female from the students at a secondary school. She found that her participants have problems in acquiring normal grammatical rules in writing English. Meanwhile, this

research focused on describing the eighth grade students' ability in writing descriptive text using five aspects of writing.

### **3. The Study**

#### ***3.1. Research design***

This research applied classroom action research because the purpose of the researcher were to solve the students difficulties in writing descriptive text and to improve the student's descriptive text writing achievement by using "Think-Talk-Write" strategy at SMAN 1 Arjasa. Furthermore, the cycle model of an action research was proposed by Kemmis&McTaggart consisted of four steps: planning, implementing, observing and reflection. Those four main steps were preceded by reconnaissance (preliminary study).

#### ***3.2. Research Context***

The research was conducted at SMAN 1 Arjasa. There were some reasons of choosing SMAN 1 Arjasa. First, the school uses Curriculum 2013. Second, the school had students which got low score that under the minimum standard score in writing test by looking at the result of interview with the English teacher in SMAN 1 Arjasa. Third, based on the result of observation, it was found that the school had students which were not interested in writing. Then, the headmaster of SMAN 1 Arjasa agreed and gave the permission to the researcher to conduct this research at the school. Besides, the English teacher never applied "Think-Talk-Write" strategy. Moreover, the researcher had experienced to teach at SMAN 1 Arjasa.

#### ***3.2. Research Participants***

The subjects of the research were the tenth grade students of SMAN 1 Arjasa. There were eight classes of the tenth grade students of SMAN 1 Arjasa. The class in



the tenth grade that was chosen as the research participant was the tenth IPA 5 grade students of SMAN 1 Arjasa there were 35 students. They had problems with their writing achievement especially in writing a descriptive text. There were two reasons of choosing the tenth IPA 5 grade students. First, based on the interview that researcher conducted, it was found that the tenth grade had difficulties in finding and in exploring the idea. Second, most of the students had less motivation in learning and participating writing class and was categorized as low average score their writing.

### **3.3. *Research data and analysis***

The observation was done in each meeting to collect the data about the contribution of “Think-Talk-Write” Strategy in helping students write a descriptive text. The researcher used observation checklist to collect the data during the observation. The process of gathering information by observing people and places at a research site is called observation (Creswell, 2012:213). The observation was based on observation checklist to check the students’ participation. The researcher took notes by considering several indicators were observed. The first was making a note related to the pictures. The second was finding idea. The third was discussing & finding information about a text. The fourth was composing the descriptive text. The students were categorized as active if they could fulfill at least 3 indicators. The following table is the observation checklist for students’ participation.

The researcher applied achievement test in this classroom action research to measure the tenth grade students’ achievement in writing descriptive text. Achievement test was used to measure how successful individual students, group of students or the course themselves in achieving objective, Hughes (2013:13). It could be said that to know the students’ achievement in writing, the achievement

test is needed. The test that was given to the students was based on the materials that were taught to the students in teaching writing.

The writing test was done in 90 minutes. The students were asked to write a descriptive text based on the topic given completed with correct generic structures at least 120 words in descriptive text. The teacher gave the instruction to the students, whether they were not allowed to write the same text they ever wrote. However, if the students would do so, the researcher and the teacher would not assess their work because there would be repetition and give influence on their result. Dealing with the way of scoring, analytic scoring method was used in this research because it was an appropriate scoring method which was intended to know the strengths and weaknesses of the students' writing. Hughes (2003:100) said that a method of scoring which required a separate score for each of a number of aspects a task was said to be analytic. There were five aspects that scored analytically: grammar, vocabulary, mechanic, content, and organization.

Data analysis method was used to analyze the data which was gathered during the teaching and learning process. There were two kinds of data analysis methods in this research, namely product evaluation analysis and process evaluation analysis. The result of observation in Meeting 1 of Cycle 1 showed that there were 82.85% or 29 of 35 students who were categorized as active students and 6 students who were categorized as passive students. All of the students during the teaching learning process felt enthusiastic in the classroom. The students could answer the Exercises by individually and collaboratively. The students could find ideas, share their information with each other and produced a good text. The activities also made the students enjoyable by implementing "Think-Talk-Write" strategy. Then in meeting 2 of Cycle 1 indicated that 87.87% or 29 of 33 students were categorized as active

students while 4 students who were categorized as passive students. The students still felt enthusiastic, but there were 2 students who absents at the time. The students could produce a text with different mind ideas. They were write based on the generic structure of descriptive text. Besides, the improvement result of the students' writing test. The action in Cycle 1 had been successful because the percentage of the students who got score  $\geq 75$  in the writing test was 77.14% or 27 of 35 students. After using of "Think-Talk-Write" strategy in Cycle 1, the students gained more knowledge about how to express their ideas, how to write a descriptive text according to the generic structure and how to write good sentences.

Teaching writing descriptive text by using "Think-Talk-Write" strategy gave positive response to the students writing. The three stages helped the students in writing which consequently improves students' achievement. The students could express their ideas into piece of paper; the students could share their idea cooperatively, and the students could easy to build ideas and produce a good descriptive text for the students in learning writing process. The result of the observation and the writing achievement test could achieve the criteria of success in this research, if at least 75% of students got at least 77.14%. It meant this Cycle was successful as there were 77.14% students got 75 and the observation checklist showed that 85.36% of the students were being active in teaching learning process. The researcher decided to continue Cycle 2 in order to check the consistency of the success of Cycle 1.

The researcher tried to see the consistency by modifying some treatments such as telling the students the procedure of "Think-Talk-Write" strategy in the teaching learning that in Cycle 1. In Cycle 2, the researcher asked directly to the students about each stage without giving any guidance about the procedure. There were 25

students (89.28%) of 28 students who were active during the teaching learning process by using “Think-Talk-Write” strategy in Meeting 1 of Cycle 2. There were 7 students who were absent. Meanwhile, in Meeting 2 of Cycle 2, it could be seen that there were 32 students (91.42%) of 35 students who were actively. The students’ writing achievement kept improving from 77.14% in Cycle 1 to 82.85% in Cycle 2. Therefore, this could convince us that the used of “Think-Talk-Write” strategy could improve the students’ writing achievement test in Cycle 2 as well. The students could write at least 120 words. It could be concluded that the required target percentage in this research was fulfilled.

## **4. Research result and discussion**

### **4.1. Research results**

This action was successful if it fulfilled the target of success because the use of “Think-Talk-Write” strategy can improve the students’ participation if 75% of the students actively participate in teaching learning process. Besides, the use of “Think-Talk-Write” strategy can improve the students’ writing achievement mean score if the writing achievement test is at least 75 and it could be reached by at least 75% of the students. However, the result in Cycle 2 showed the consistent results with Cycle 1. Therefore, the researcher stopped the action. The chart below presented the improvement of the average percentage of the students’ writing achievement and their participation in Pre-Cycle, Cycle 1, and Cycle 2. The action in Cycle 1 had been successful because the percentage of the students who got score  $\geq 75$  in the writing test was 77.14% or 27 of 35 students. After using of “Think-Talk-Write” strategy in Cycle 1, the students gained more knowledge about how to express their ideas, how to write a descriptive text according to the generic structure and how to write good sentences. Teaching writing descriptive text by using “Think-Talk-Write” strategy gave positive response to the students writing. The

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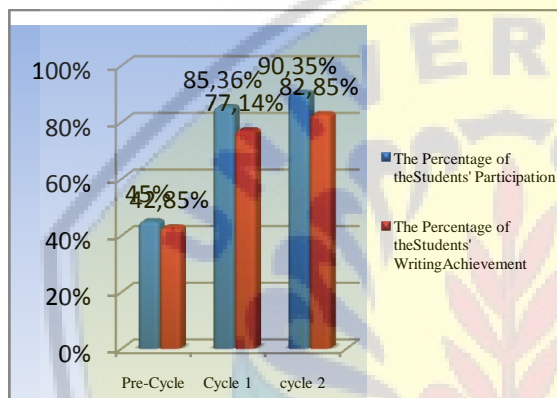
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There were 25 students (89.28%) of 28 students who were active during the teaching learning process by using "Think-Talk-Write" strategy in Meeting 1 of Cycle 2. There were 7 students who were absent. Meanwhile, in Meeting 2 of Cycle 2, it could be seen that there were 32 students (91.42%) of 35 students who were actively. The students' writing achievement kept improving from 77.14% in Cycle 1 to 82.85% in Cycle 2. Therefore, this could convince us that the used of "Think-Talk-Write" strategy could improve the students' writing achievement test in Cycle 2 as well. The students could write at least 120 words. It could be concluded that the required target percentage in this research was fulfilled.

This action was successful if it fulfilled the target of success because the use of "Think-Talk-Write" strategy can improve the students' participation if 75% of the students actively participate in teaching learning process. Further, the use of "Think-Talk-Write" strategy can improve the students' writing achievement mean score if the writing achievement test is at least 75 and it could be reached by at least

75% of the students. The result in Cycle 2 showed the consistent results with Cycle 1. Therefore, the researcher stopped the action. The chart below presented the improvement of the average percentage of the students' writing achievement and their participation in Pre-Cycle, Cycle 1, and Cycle 2.

**Chart 1.1 The Improvement of the Average Percentage of the Students' Writing Achievement and Their Participation in Pre-Cycle, Cycle 1 and Cycle 2**



## 4.2. Discussion

This action classroom action research was done to improve the students' writing achievement and their active participation at the tenth IPA 5 students of SMAN 1 Arjasa. "Think-Talk-Write" strategy was chosen to fulfill the objectives. The three stages of "Think-Talk-Write" strategy were seen to give good improvement to the students' writing achievement as well as their active participation in the class.

The first stage that is "Think" stage allowed the students to brainstorming the ideas prior to drafting their composition. In this case, the students start organizing and brainstorming the ideas by looking at the pictures which were provided by the teacher. Bobb-wolff (1996) mentioned that brainstorming can be a useful and improving instrument in the EFL contexts and as a means of showing students that they are collectively able to generate more ideas to enrich their learning process

then they believed possible. The result of think stage showed that brainstorming helped students in generating ideas. The students were easy to found ideas that gave a good influenced their content. Therefore, in this research the aspects of writing improved from Cycle 1 to Cycle 2 especially the aspect of content.

The second was talk stage. In this stage, the students had time to share their idea. The students collected and reflected the ideas or information by answering some questions by cooperative each other. Peha (2010) stated that sharing phase gives students the chance to get feedback from other. In this case the students could answer the questions that made them easy to organize the generic structures of descriptive text with their group work. Besides that, by cooperating to each other the students could share their ideas and understand about the generic structures of descriptive text with the help of the group member. There were two previous studies by Mannahali (2017) & Lubis (2017), showed that by cooperate each other the student's enthusiasm in teaching learning process, both discussion and in the work of individual task. The result showed that talk stage gave positive influenced on students. It helped them to reflected and coordinated ideas before writing.

The third was write stage. The students had time to build idea before writing. The students were easy to write and determine where the generic structure of descriptive text individually. Thus, the students could produce a good writing into a piece of writing in 30 minutes by individually. The students could write with different topic such as Parangritis beach, Papuma beach and WatuDodol beach. It supported by the previous study by Wirda (2017), the result of that research showed that "Think-Talk-Write" strategy affected the student's ability in thinking creativity so the students could write creativity. In this research, it was found that the students could produce different mind ideas for example student A started the paragraph with "Parangritis Beach is the most popular beach located in Parangritis village,

Yogyakarta”, while students B started with “Papuma beach is located in Ambulu” and students C started with “WatuDodol Tourism Object in Banyuwangi is located in Kalipuro district, Banyuwangi regency” (see App 18, p. 132). It can be concluded that the students produce a good creative main ideas. Thus, the use of “Think-Talk-Write” strategy was effective strategy to improve the students writing achievement. The improvement of the students’ writing achievement could be seen from the average score of the writing aspects. It could be known that the students’ writing achievement kept improving from 77.14% in Cycle 1 to 82.85% in Cycle 2. Therefore, this convinces us that the application of “Think-Talk-Write” strategy could improve the students’ writing achievement test in Pre-Cycle, Cycle 1 Cycle 2 as well (see App 19, p. 135). It could be concluded that the required target percentage in this research was fulfilled.

## 5. Conclusion

Based on the result of the data analysis and discussion, it can be concluded that the use of “Think-Talk-Write” strategy could improve the tenth IPA 5 students’ participation during teaching and learning process in writing achievement class at SMAN 1 Arjasa. The result of the observation showed that the students’ participation improved. The average result of Cycle 1 showed 85.36% while Cycle 2 reached 90.35%. The result of the students’ writing achievement showed that the percentage of the students who got the minimum standard score ( $\geq 75$ ) It can be seen by looking at the average of the result in Cycle 1 was 77.14% and Cycle 2 was 82.85%. The use of the strategy could help the students composing writing well by doing three stages. Think stage could help the students in brainstorming their ideas easily; talk stage could help the students in sharing their ideas with cooperatively, and write stage could help the students express their ideas in composing writing well. Thus “Think-Talk-Write” strategy was appropriate strategy in teaching learning writing process.



Based on the result of the research, it is suggested that teaching writing using “Think-Talk-Write” strategy is applied in the teaching learning English especially teaching writing dealing with this, the teacher could follow the procedure of “Think-Talk-Write” strategy in teaching writing or modify it when necessary.

This research is expected to be valuable information for future researchers in conducting further research dealing with the use of “Think-Talk-Write” strategy in improving writing, for instance in improving the students’ descriptive text writing achievement or the students’ ability in organizing ideas for writing by homogeneous grouping. This strategy also can be used in teaching writing with different genre of texts and different grade level of the students.

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