

The Implementation of Think-Talk -Write in Teaching Writing at SMAN 7 Kota Kediri

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ABSTRACT

Difficulties in writing can be overcome in various ways, teachers using Think-Talk-Write is one of those ways. This research focuses on how to implement This strategy in teaching writing, what problems are experienced by the teacher when using Think- Talk- Write, and what are the solutions from the teachers to provide successful learning. In this research, the writer used the qualitative approach And the subject of the research is the English Teacher. Observation, interview, and documentation are the instruments to collect data. The data analyzed using; 1) organizing and familiarizing, 2) coding and reducing, and 3) interpreting and representing. The researcher found some results on collected data, they are; 1) The English teacher implemented TTW strategy in teaching writing which can help students to learn writing. Teaching and learning process started from teacher preparing the lesson plans and the materials. The teacher used stages: Think, Talk, and Write by presenting material from media that are interesting to students. 2) Problems faced by English teacher when using this strategy is in managing time and classroom conditioning. 3) The teacher's solution to the problems in teaching using this strategy is to provide intense motivation and assistance to participate in each process of implementing this method. This strategy can help students to explore and develop student ideas. The researcher suggests English teachers to use Think Talk-Write because it can create a process situation in increase student's participation and skill in learning and teaching process.

KEYWORDS : Think-Talk-Write, Teaching writing, English teaching and learning

INTRODUCTION

One of important aspect for students and the basis for students to be able to develop in the learning process is the ability to write. This writing activity is not an activity that is brought from birth but requires effort and habit. Most the students who take the formal education system will learn to write, as Weigle (2002: 5) it can be seen clearly that in addition to being used as a standard communication system, writing can also be used as a very important tool in learning tools. Therefore, to overcome the problem of difficulties in teaching English (writing), the teacher chooses the Think- Talk- Write (TTW) strategy to teach writing to class XI SMAN 7 Kediri students because this strategy can minimize students' difficulties in learning English, especially writing. TTW can make students motivated to think, participate in the learning process, clear communication, and help students to write the results of discussions in written form systematically.

Based on the statement above, the researcher is interested in investigating its application, its effect on student responses, and the problems when it is applied to teaching writing. The researchers focused on the application of Think- Talk- Write in learning to write for students at SMAN 7 Kediri, especially for grade XI Science 3 students. The researcher's attention is to describe the process of implementing this learning strategy to write in the second grade of SMAN 7 Kediri to

students. In this process the teacher uses the Think- Talk- Write strategy based on lesson plans, and writing assessments can be taken from various assignments, tests, or student portfolio sheets.

REVIEW OF RELATED LITERATURE

In general, of the four writing language skills, one of them is: speaking, listening, reading and writing where the teacher acts as an instructor, ought to know. Manjila (2005:2). From the above statement that writing is one way to communicate, explore, and explain our ideas to readers. The students reading material by giving stimulation in the form of reading texts by listening, criticizing and alternative solutions from reading texts, then students talk by conducting group discussions, and presenting them then writing by making a report on the results discussions and presentations, can also be done by writing forward one by one after the discussion. Therefore, teaching writing is a part of teaching English. In teaching writing, the teacher must know about the purpose why the students do writing.

According to Watkins (2005: 71) supports the above ideas that the process of writing is not a single act but a collection of acts. Before writing, the author will determine the topic to be written, organize ideas, write drafts, read, and revise them. In addition, Think-Talk-Write is a strategy introduced by Huinker and Laughlin (in Ansari, 2003, 36), these strategies basically built through thinking, speaking, and writing. Huinker & Laughlin in Zulkamaini (2011) states that: The 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.

RESEARCH METHOD AND FINDING

The design used in this study is a qualitative research. The researcher chooses descriptive qualitative because the researcher want to understand event or phenomena more holistically, not just parts of events. According to Strauss and Corbin (2003: 72), "Qualitative research is proposed as a kind of research that the results do not have a statistical procedure or any other form of arithmetic". Then, a qualitative descriptive selected by the researchers as a step of writing to obtain information about the response of students from SMAN 7 Kediri through the application of Think-Talk-Write Strategy. This is related to the theory Moleong (2011: 233) that qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects, for example, behavior, perception, motivation, action, and others, in a holistic manner, and in a manner descriptions in the form of words and language, special natural context and by utilizing a variety of natural methods. As stated in the previous chapter, this research is focused on the teacher's implementation of applying Think- Talk- Write in teaching writing at SMAN 7 Kediri. To find out how the teacher applies the strategy, what are the problems faced by the teacher, and what are the solutions to the problems in applying this strategy. The author made observations in grade 11 using videos, checklists and also interviews on the same day. These videos and interviews are the main data of this research. By observing the teaching and learning process using video, the writer knows everything that happens in the classroom, so the writer records what the teacher and students do during the teaching and learning process. From the video, the author watches again to analyze how to apply Think- Talk- Write in witing learning. After making observations, the writer then conducted interviews with the teacher to get other data that had not been found in the observations and to get some information from the teacher. The information is in the form of difficulties in implementing the strategy and its solutions

PREVIOUS STUDIES

There are two recent researches about teaching using Think-Talk-Write Strategy. The researcher found two most related researches that talked about Think-Talk-Write Strategy. The first, Adelya Khairani (2020) who did a research on “THE IMPLEMENTATION OF THINK TALK WRITE (TTW) STRATEGY TO IMPROVE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT AT EIGHT GRADE STUDENTS OF MTS NEGERI 4 LANGKAT YEAR 2019/2020”. This previous study and this study, though have similarities in certain aspect. Moreover, both discussed the application of Think-Talk-Write strategies in writing skills. And some of the data collection was also through interviews with English teachers and class observations. Moreover, in the interviews and observations it can be seen that students are more active in the learning process and this strategy can improve students' writing skills in descriptive text. In general, this strategy is effective in using English skills, especially writing.

Then, there is research from Muhammad Ali Subkhan (2016) that talked about “THE IMPLEMENTATION OF THINK TALK WRITE (TTW) IN TEACHING WRITING TO Xth GRADE STUDENTS AT SMAN 1 NGAWEN BLORA ACADEMIC YEAR 2015-2016”. In his research, he said that the Think-Talk-Write strategy is good and can help students explore sentences and ideas. His research is familiar with this research. The differences between this research and his research are the subject is English teacher and the previous is the students.

CONCLUSION

In teaching writing in this class, the English teacher has an effective strategy for conveying the material. By using Think-Talk-Write (TTW) in teaching writing, students can easily understand writing sentences. He uses Think-Talk-Write steps. In "think" students review the material. Later in "talk", he explains that students have to share their ideas before they write. And the last is "write" where students come forward and collect their papers. In addition, teaching using Think-Talk-Write also has several problems for teachers. One of the biggest problems faced by teachers in implementing Think-Talk-Write is how to manage time and students. Beside that, the problem of Think-Talk-Write can be handled by the teacher by providing intense motivation and assistance by participating in each process of implementing this strategy. Therefore, can see the potential for self-development of students and students who are less active in discussion forums can put forward existing ideas and actively participate in the forum. Furthermore, Think-Talk-Write can be implemented properly and the teacher can carry out the teaching process well.

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