

IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT USING THINK, TALK, WRITE STRATEGY OF FIRST GRADE AT SMK NEGERI 1 TOLITOLI

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ABSTRACT

The objective of this research was to find out whether the use of Think, Talk, Write Strategy effective to improve students' ability in writing recount text. An experimental design was used to collect the data, while quantitative approach was used to analyze them. The study was taken by the first grade of SMK NEGERI 1 Tolitoli. It was conducted in one class (X PK 2). The data were obtained through a pre-test and post-test. The result of the analysis showed that Think, Talk, Write strategy contribute greatly to the students in writing recount text. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test was 61.47 while in the post-test improved up to 78.93. Moreover the Minimum Mastery Criterion of English lesson was 75 (seventy-five). Then the data of both test were analyzed by using T-test, and the result showed that the T-count value 7.510 was greater than T-table value 2.045. It can be inferred that Think, Talk, Write strategy was very effective to improve students' ability in writing recount text.

Key words: Writing ability, Recount text, Think, Talk, Write Strategy.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan apakah penggunaan Berfikir, Berbicara, Menulis efektif untuk meningkatkan kemampuan menulis siswa dalam teks recount. Penelitian eksperimen digunakan untuk mengumpulkan data, sementara itu pendekatan kuantitatif digunakan untuk menganalisa mereka. Peneliti mengambil siswa kelas satu SMK NEGERI 1 Tolitoli yang dilaksanakan di kelas (X PK 2). Data tersebut diperoleh melalui pre-test dan post-test. Hasil dari analisa tersebut menunjukkan penggunaan Berfikir, Berbicara, Menulis sangat membantu siswa dalam menulis teks recount. Hasil tersebut bisa dilihat dari perbedaan mean skor antara pre-test dan post-test. Mean skor pre-test adalah 61.47 sedangkan mean skor post-test meningkat menjadi 78.93. Selain itu, nilai ketuntasan minimum (KKM) pelajaran Bahasa Inggris adalah 75. Data dari kedua test tersebut dianalisa menggunakan T-test, dan hasil tersebut menampilkan nilai T-count 7.510 lebih besar dari pada nilai T-table 2.045. Bisa disimpulkan penggunaan Berfikir, Berbicara, Menulis sangat efektif untuk meningkatkan kemampuan menulis siswa dalam teks recount.

Kata kunci : Kemampuan menulis, recount test strategy, berfikir, berbicara, menulis

1. Introduction

Writing is one of the language skills that should be mastered the students. Writing is the process of using symbols to communicate thoughts and ideas into a readable form. Students are supposed to be able to express their ideas in writing form.

Moreover, according to (Harmer, 2007: 33), writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. Hyland (2004: 4) states that writing like a dancing, allows for creativity and the unexpected, established patterns often from the basis of any variations.

There were some problems encountered by the students in writing. They were related to the components of writing by Harmer (2004) such as organizing ideas, grammar, punctuation, and spelling. Organizing refer to generate, organize, and communicate ideas. Often students would rather not plan before writing. These students would prefer to jump in and just start writing. Grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. Sometimes, the students are difficult to write grammatically. Punctuation is used in writing to separate sentences and their elements and to clarify meaning. It is such as period, comma, parentheses etc. Spelling is the process or activity of writing or naming the letters of a word.

In the Curriculum (K13), it is clearly stated that the student is expected to develop their ability in writing. There are some genres of writing. They are descriptive, narrative, recount, spoof, report etc. Among the genres, recount text is one of the genres of text that should be mastered by the student. According to Cahyono (2011: 14) recount texts is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail. Emilia (2011: 74) states that recount texts are the types of text which retell event or experiences in the past.

However, the writer found some problems encountered by the students when did teacher training (*PPL*) at SMK Negeri 1 Tolitoli. The students were still difficult in writing text in terms of organizing ideas, grammar, punctuation and spelling. The problem related to the organizing ideas into difficult to elaborate their ideas into a good organization. Another problem is related to the grammar. The students did many mistakes in grammar during the writing process, such using appropriate tenses. More importantly they still confused to use proper punctuation such as full stop, comma and etc.

From these problems, the writer would like to propose one of the alternative teaching strategies to improve the students' ability in writing recount text that so called Think, Talk, Write, (*TTW*) strategy is strategy to the design of language courses in which the point is not an ordered list of linguistic items, but a collection of tasks. Meanwhile, Suyatno (2009: 66) states this learning starting with thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion. Think is a phase that the students read e text (a theme/material). In this phase the students should thinking possibility the answer, and the students make a little script about ideas that obtained on the text. Talk is an activity that certain make a discussion with their friends in a group. Zulkarnaini (2011) states that, the students should share the idea that was at the think step. And make a reached with the groups. last step is writing. In this phase the students express their ideas to the writing text about the theme that was been given. Write is an activity of all brains that make the right (emotional) and the left (Logic) of brains. The writer considers it would a good strategy to improve students' ability in writing recount text.

Based on the reason above, the writer intended to solve the students problem in writing by answering the research question "*Can the use of Think Talk Write (TTW) improve the students' ability in writing Recount text*"?

2. Method of the Research

This research was an experimental research, since it describes the quantitative degree in which variables were related. It was also reasonable that the writer intended to examine the cause and effect between two variables, Think, Talk, Write (TTW) strategy as independent variable and students' writing ability as dependent variable. According to L.R. Gay (1986: 207), experimental method is the only method of research that can truly test hypotheses concerning cause and effect relationships

Selected of the sample was very important step in conducting a research study. According to Arikunto (2006: 109), a sample was part of population of representative. The sample of this research was class XPK 2 of SMK Negeri 1 Tolitoli in academic year 2016/2017. The total sample was 30 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research. Then the writer used worksheet as the instrument in data collection. To analyze the data collected through the test, the writer analyzed it by used a simple statistic analysis. To know individual score of the students, the writer used the formula as by Sutomo (1985: 123) as follows ;

$$S' \text{ score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

3. Findings and Discussion

3.1 The result of Pre-test

Based on the result of pretest, the write found out many students got difficulties in writing recount text. They were still less to understand about components of writing recount text, such as grammar, vocabulary, mechanic, style, and form. To know the result of the students score in mastering the five components, it can be seen on the table below:

Table 4.1 The Result of Pre-Test

No	Nama	Grammar	Vocabulary	Mechanic	Style	Form	Total Score	Score Obtained	Classification
1	ASB	3	4	3	5	5	20	67	failed
2	AAR	1	2	1	1	1	6	20	failed
3	FOS	4	5	4	5	5	23	77	successful
4	JHM	3	3	5	4	4	19	63	failed
5	NEL	3	4	5	5	4	21	70	failed
6	AAL	3	4	3	5	5	20	67	failed
7	APP	3	3	4	5	5	20	67	failed
8	ASA	3	4	4	4	5	20	67	failed
9	ATY	3	4	5	3	5	20	67	failed
10	DNP	3	3	3	5	4	18	60	failed
11	DFT	3	4	5	5	5	22	73	failed
12	ATR	2	3	2	3	2	12	40	failed
13	HRI	3	5	4	6	5	23	77	successful
14	HAS	4	5	3	5	4	21	70	failed
15	NSA	3	4	3	5	5	20	67	failed
16	NTI	3	4	3	5	4	19	63	failed
17	REK	3	4	5	5	5	22	73	failed
18	RWA	4	4	5	5	5	23	77	successful
19	RAR	3	3	3	5	4	18	60	failed
20	SYA	3	4	5	5	5	22	73	failed
21	WDH	3	4	3	5	5	20	67	failed
22	FRL	3	4	3	4	4	18	60	failed

23	TNI	3	4	3	5	5	20	67	failed
24	YFA	1	2	1	1	1	6	20	failed
25	SAN	3	4	3	5	4	19	63	failed
26	SMA	3	4	3	4	4	18	60	failed
27	PMS	3	3	3	2	2	13	43	failed
28	YNA	3	3	3	5	4	18	60	failed
29	RAI	3	4	3	5	4	19	63	failed
30	RDY	3	3	2	2	3	13	43	failed
TOTAL		88	111	102	129	123	553	1844	

Table 4.3 Students' score on five aspects of writing in the pretest

No	Aspect of Writing	Total Score	Percentage
1	Grammar	88	15,91%
2	Vocabulary	111	20,07%
3	Mechanic	102	18,44%
4	Style	129	23,33%
5	Form	123	22,24%
	Sum	553	100

Based on the table above, it shows the result of the students' ability in writing recount text. In the pre-test, researcher took five aspects of writing. They were grammar, vocabulary, mechanic, style, and form. In grammar aspect, the total of scores was 88 (15,91%), vocabulary aspect was 111 (20,07%), mechanics aspect was 102 (18,44%), style aspect was 129 (23,33%), and last aspect, form aspect was 123 (22,24%).

3.2 The result of Post-test

Post-test was given to know the effect of the treatment ,whether the treatment was succesful or not,to know the result of the students score in mastering the five components, it can be seen on the table below:

Table 4.4 The Result of Post-Test

No	Name	Grammar	Vocabulary	Mechanic	Style	Form	Total Score	Score Obtained	Classification
1	ASB	4	4	5	5	5	23	77	Successful
2	AAR	4	5	4	6	6	25	83	Successful
3	FOS	4	5	4	6	5	24	80	Successful
4	JBM	4	5	4	5	5	23	77	Successful
5	NRL	4	4	5	5	5	23	77	Successful
6	AAI	4	5	5	5	5	24	80	Successful
7	APP	4	5	4	6	6	25	83	Successful
8	ASA	5	5	4	6	5	25	83	Successful
9	ATY	4	5	4	5	5	23	77	Successful
10	DNP	4	4	5	4	5	22	73	Failed
11	DIT	4	6	5	6	6	27	90	Successful
12	ATR	4	4	4	5	4	21	70	Failed
13	HRI	5	6	4	6	6	27	90	Successful
14	HAS	4	6	5	5	5	25	83	Successful
15	NSA	3	4	4	5	5	21	70	Failed
16	NTI	4	6	5	5	5	25	83	Successful
17	REK	4	6	5	6	6	27	90	Successful
18	RWA	4	5	5	6	5	25	83	Successful
19	RAR	4	5	4	5	5	23	77	Successful
20	SYA	4	5	4	5	4	22	73	Failed
21	WDH	4	5	4	4	5	22	73	Failed
22	FRLE	4	5	5	6	5	25	83	Successful
23	TNI	4	5	5	5	5	24	80	Successful
24	YFA	3	4	4	4	4	19	63	Failed
25	SAN	4	5	5	5	5	24	80	Successful
26	SMA	4	5	4	5	5	23	77	Successful
27	PMS	4	4	4	5	5	22	73	Failed
28	YNA	4	5	5	6	5	25	83	Successful
29	RAI	4	5	5	5	5	24	80	Successful
30	RDY	4	5	4	5	5	23	77	Successful

4. Table 4.6 Students' score on five aspects of writing in the post-test

No	Aspect of Writing	Total Score	Percentage
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1	Grammar	120	16,88%
2	Vocabulary	148	20,82%
3	Mechanic	134	18,84%
4	Style	157	22,08%
5	Form	152	21,38%
	Sum	711	100

Based on the table above, it shows the result of the students' ability in writing recount text. In the posttest, researcher took five aspects of writing. They were grammar, vocabulary, mechanic, style, and form. In grammar aspect, the total of scores was 120 (16,88%), vocabulary aspect was 148 (20,82%), mechanics aspect was 134 (18,84%), style aspect was 157 (22,08%), and last aspect, form aspect was 152 (21,38%).

3.3 Discussion

Writing is a part of language learning. The mastery of English writing needs to improve and support by the other language ability (reading, speaking and listening). In writing activity, the writer may convey his or her idea, opinion argument, statement or experience. It can also show his or her idea point of view. In this case, writing is aimed at arranging the following step in the text namely recount text.

In writing recount text, the aspects of writing were the most important that should be mastered by the students and helped them in composing the recount text. Referring to the result of testing hypothesis, it was proved that the students' ability in writing recount text.

For the first time the writer conducted the pretest. In the pretest, it can be found that the students were difficult to write the event structurally, they were confused about how to begin the first even till the next event. Another case that, they didn't know what was the rules of writing while refers to Oshima (1981: 1) "a paragraph was composed of a group of sentence expressing one central idea". It means that the students should be mastering the rules of writing such as topic of paragraph, body of paragraph, and conclusions of paragraph. Moreover, it can be found also that the students still make mistake in aspects of writing, such as in grammar, vocabulary, mechanics, style, and form.

In addition, in pretest data, the researcher got the writing scores of each student as sample. These scores were gotten after the writer analyzed the students' writing recount text based on the aspects of writing, they are grammar, vocabulary, mechanics, style and form .

Based on the scores in the highest percentage of the data in the pretest was 56,67 % with 17 students and classified into poor grade, the second highest percentage was 10 % with 3 students and classified into fair grade and the lowest percentage was 33,33% with 10 students and classified into very poor grade.

In the first treatment of the writer, the writer taught the students about grammar rule and action verb used in recount text. The purpose of this treatment was to enhance the students' writing recount text. In the process of this treatment showed 20 students were able to apply well grammar rule in their writing text, but there are 10 students who are difficult to apply grammar rule in their writing text.

The second treatment, the writer taught the students about sentence connector and organizing the arrangement of steps, and the purpose of second treatment was to develop students' sense of recount text. Along this process, there were 4 students who do not know

how to organize the arrangement step and apply sentence connector. After the writer taught them about the material, in this treatment the writer also discussed and evaluated their work in the first meeting to make it better.

The third, the purpose was to increase students' comprehension of writing rule. The writer used story experience in the past and taught the students how to write well by applying writing rule like punctuation and spelling. In the process of this treatment, they had written well the recount text from the beginning until the end of text and there is only 1 student who was not able to write the text well. After the writer taught them about the writing rule, in this treatment the writer discussed, evaluated and analyzed their work in the second meeting to reinforce their comprehension.

The last treatment, the writer asked the students to make a group. In each group the students had to tell their experience and the other member of group wrote it. After all groups finished it, they had to read the story. The researcher checked all the text from each group. Only two groups made a good recount text. The other groups were still poor in area of writing such as organizing idea, mechanic, and style. Thus, the writer revised their writing to be better in area of organizing idea, mechanic and style.

After the all of the recount text Think Talk Write applied in this research, the writer conducted the posttest. In the posttest, the researcher gave an instruction to students to write recount text of how to operate something. Finally, when the writer analyzed the posttest data, the result of their writing showed that the students could mastery well the steps of composing recount text by using Think Talk Write (TTW). The result of writing score of each students based on the aspect of writing (grammar, vocabulary, mechanics, style and form).

Based on the scores in appendix The highest percentage of the data in the pretest was 23,33% with 7 students and classified into poor grade, the second highest percentage was 66,67% with 20 students and classified into fair grade, the third highest percentage 10 % with 3 student and classified into good grade.

Related to the previous score, there is a successfully of applying ability in writing. So, by using Think, Talk, Write (TTW) in all treatments, it makes the students easy to write the recount text, the students know how to put the correct grammar rule, apply sentence connector and organize the arrangement step, and apply writing rule in making better writing text. Finally, they could do the posttest better than pretest.

By looking the explanation above, here is an important illustration of the differences between result of the posttest toward the pretest, based on the aspects of writing as follows:

1. Grammar

In this aspect, the writer checked the grammatical structure. Before Think, Talk, Write Strategy (TTW) was applied to the students, most of them made error in using grammar while grammar is the most important part that should be mastered by the students in writing ability. When the researcher analyzed their writing, the researcher found the students' mastery on grammatical structure in the pretest was 88 while in the posttest was 120. This value is the whole of the students' grammar scores. Related to this finding, it was found that the problem in writing was that we have to use the appropriate tense when we write in different period. In the result of pretest, before the treatment applied, the students' grammar showed various and after the treatment their grammar knowledge was improved. It showed in the result of posttest, they used good grammar in their writing.

2. Vocabulary

When the writer checked the vocabulary in their writing in the pretest, it was still limited because their mastery of vocabulary was less, while the mastering of vocabulary was also important part in writing activities because without sufficient

vocabulary they will be difficult to make a good writing. In the pretest, the researcher found most of the students could not write well. It could be seen based on the grammatical result above and it could be concluded that the students had lack vocabulary before the treatment given. Their writing was rather difficult to be understood because they were used wrong in appropriate words and their vocabulary was limited. Related to the explanation above, and after the researcher calculated the data, the researcher found students' mastery on vocabulary was 111 in the pretest while in the posttest was 148. In the other hand, in the result of posttest, the students' vocabulary had improved, the most of them used vocabulary which suitable and appropriate word. It means that the students were able to know the words used in recount text based on the treatment of Think, Talk, Write Strategy (TTW) given.

3. Mechanic

In this aspect, before the treatment was given, in the result of pretest, the writer found the students' frequency errors in punctuation, their writing was so hard to understand because they still didn't know how to place a comma in sentences and most of them were wrong to spell words. The researcher concluded that students' mastery in mechanic was still low. But in the posttest, their mastering of mechanics had improved, because they only made one or two errors. By looking the explanation above, after the researcher calculated the data, the writer found that, in the pretest the students' mastery on mechanics was 102 while in the post-test the value of the students' mastery in this aspects was 134. This value was the whole of the students' mechanic score.

4. Style

This aspect was analyzed with analyzing the choice of structure and vocabulary consistently appropriate in recount text. In this aspect of writing, after the writer calculated the data, the writer found that in the pretest the students' mastery on style was 129 while in the posttest the value of the students' mastery in this aspect was 157. This value was the whole of the students' style score. Based on the previous score, it can be seen in this aspect the students can manage well the choice of structure in their writing.

5. Form

The students' writing ability in this aspect based on the result of pretest showed various. From the result, the writer found that most of them were difficult to organize their ideas. They were confused to arrange the goal, materials and the sequencing step. It could be seen in their writing result of pretest, their mastery on form was 123. The result was differences with the result of posttest. In the posttest, the value of the whole of students' form score was 152. Related to the result above, it showed that in the posttest the students could organize well their ideas in writing recount text by the using Think, Talk, Write Strategy (TTW.)

4. Conclusion

Based on the result of the data analysis in the previous chapter, the writer would like to conclude that Think, Talk, Write Strategy can improve the students ability in writing recount text of the first grade students at SMK NEGERI 1 Tolitoli. It was proved from students' achievement writing scores in each test. There was significant difference between the result of pre-test and post-test, where the mean score of post-test was 78.93. It was higher than the mean score of pre-test that was 61.47.

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