

The Implementation of Think Talk Write to Improve the Ability of Students' Writing of Seventh Grade Students of Junior High School

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa kelas VII A SMP N 6 Semarang sebagai hasil dari capaian pembelajaran Bahasa Inggris menggunakan teknik pembelajaran *Think Talk Write*. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data dalam penelitian ini adalah tes tertulis dan observasi. Hasil dari penelitian ini menunjukkan bahwa di siklus pertama 78,12% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 78,12. Di siklus kedua 93,75% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 80,81. Berdasarkan data tersebut dapat disimpulkan bahwa penerapan teknik *Think Talk Write* dapat meningkatkan kemampuan menulis siswa kelas VII A SMP N 6 Semarang.

Kata Kunci: Capaian pembelajaran Bahasa Inggris, *Think Talk Write*, Menulis

ABSTRACT

This research was aimed to improve the ability of students' writing of grade VII A students of SMP N 6 Semarang as English learning outcome using Think Talk Write learning technique. This research was classroom action research. It was conducted in two cycles and each cycle consisted of planning, implementation, observation, and reflection. The techniques of data collection used in this research were written test and observation. The result of this research showed that in the first cycle 78,12% of students met the minimum standard of English score with the mean score was 78,12. In the second cycle 93,75% of students met the minimum standard of English score with the mean score was 80,81. Based on these data it could be concluded that the implementation of Think Talk Write could improve the ability of students' writing of grade VII A students of SMP N 6 Semarang.

Keywords: English learning outcome, *Think Talk Write*, Writing

1. Introduction

In Indonesia, students in the schools are taught English as foreign language. As learning the first language, learning foreign language also has the goal to achieve ability in using the language itself. Language learning contributes an important means to communicate and interact with others. As a means of communication, English is used to communicate with others moreover in 4.0 era which science and technology grow fast so students get more exposures from multilingual communities. English language learning enables someone to communicate in their community and wider society. Therefore, students who learn English are expected to master English competencies as their level of education. If students can use English language, their communication will get improvement. Students can develop their knowledge and potential by mastering English because English leads them to get more access to new ideas. As a result, it will help them to face the future.

Learning English language involves listening, speaking, reading, and writing. Students' ability to listen, speak, read, and write in a way that lets them communicate effectively should be achieved through many activities and practices in learning. Schools and English teachers have important roles to help students in reaching language ability and skill. In Merdeka curriculum, English learning in junior high school focuses on strengthening the use of English in spoken and written. Strengthen means teacher should foster students in using English. So that English teaching should enable students to use English. But, teaching foreign language is not easy. In fact, teaching English to the students who never get English in primary education will need much effort because the teacher should teach from the basic, or the students who have learnt English in primary education, they cannot guarantee the achievement of the expected English ability. It is a common problem that happen in many junior high schools, including in SMP N 6 Semarang. It is reinforced by the result of interview and description of diagnostic assessment in grade 7A of SMP N 6 Semarang in academic year

2022/2023. Based on the interview, the students have difficulties in learning English because most of them have not learnt English in primary school. Besides, on the description of diagnostic assessment, the researcher found that the students made errors in writing section. It is to be concerned since writing is one of the expected skills to be mastered by the students. Writing is an active form of learning which will lead students to better learning because act of writing helps them monitor what they know on the material.

In Surat Keputusan Kepala Badan Standar, Kurikulum dan Asesmen Pendidikan Kemdikbudristek Nomor: /008/H/KR/2022 tentang Capaian Pembelajaran pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka, the government stated that by the end of Phase D, students are able to express their thoughts and past experiences in short, well-organized paragraphs, presenting an improving mastery of target vocabulary and basic sentence construction. They build arguments, come up with creative, compelling texts in simple and compound words, and present them using models in order to explain or establish a position. They write with basic information and detail while also using different sentence structures. Students use the present, future, and past tenses to convey ideas. They connect ideas using temporal markers, adverbs of frequency, and common conjunctions. Their attempts to spell new words are based on recognized English letter-sound correlation and capitalization and punctuation rules are used consistently. Therefore, learning outcome (capaian pembelajaran) in writing should be achieved by the students. By seeing and understanding that learning outcome, teacher should find the best way to teach writing. If the teacher can teach writing well, it will make students get easy in writing. The teacher's ability in choosing and using various learning method, model, technique, and strategy will influence on students' understanding in learning. According to Halik, Sultan, and Tahir (2022) Think talk write is a learning model that can be used to improve students' skill

in writing. Think Talk Write is a learning model developed by Hunker dan Launghlin. Think talk write emphasizes students to communicate their thought and idea. Think Talk Write encourages students to think about what they read, then retell it orally, and then write it down in written form. Besides Desimyari, Putra, and Manuaba (2018) explained that Think Talk Write is one of learning model that relies on developing the ability to think about a problem, then communicate the problem through group discussion and then write down the result of the discussion obtained as a problem solving. So that, Think Talk Write is one of the ways that can be used by teacher in teaching writing.

The implementation of Think Talk Write in learning is expected can stimulate students' ability in writing. The students can get knowledge step by step during the learning process so that it helps them to achieve the learning objectives. In this case, the researcher was interested to implement Think Talk Write as an effort to enhance student's writing ability. To support the successful of implementation of Think Talk Write, the researcher will also use discussion method. The use of discussion method is considered can help "talk" because in this activity students should communicate their thought with their friends in their group. So that discussion will encourage students to be active to talk and get more input about what they are learning. By combining these two kinds of learning way, it is expected that students' writing ability will get improved.

2. Research Method

Classroom action research is a kind of self-reflective inquiry that participants in social situations engage in to increase the fairness and logic of their own social and educational practices as well as their comprehension of these practices and the conditions in which practices are carried out (Altrichter, Kemmis, McTaggart, & Zuber-Skerritt, 2002). In this case, the situation proposed is educational situation where teacher try to make improvement regarding problems experienced by the students. This classroom action research which was mainly aimed to find problems

and propose solution deal with the problem. Therefore, action research focused on the improvement after the implementation of the solution. In this case, the problem found was the difficulty in writing.

The data in this research were considered as quantitative and qualitative data. The quantitative data were presented in the students' scores that were collected from pre – test and post – test. Meanwhile, the qualitative data were the description of the process during the actions. As mentioned above, the research conducted through the procedure established by Kemmis and McTaggart. The cycle consisted of four main steps in each cycle: 1) reconnaissance; 2) planning; 3) acting & observing and 4) reflecting.

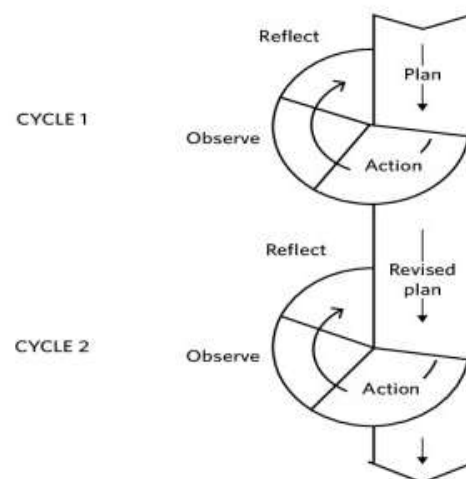


Figure 1. The Research Procedure

In assessing and analyzing the writing test, the researcher used a set of writing rubric proposed by Brown (2007) which includes content, organization, grammar, vocabulary, and mechanics of the writing. The scoring rubric is listed as follows.

Table 1. The Writing Rubric

Aspect of Writing	Criteria	Score
<i>Content</i>	• The topic is complete and clear and the details are relating to the topic.	20
	• The topic is complete and clear but the details are almost relating to the topic.	15
	• The topic is complete and clear but the details are not relating to the topic.	10
	• The topic is not clear and the details are not relating to the topic	5
<i>Organization</i>	• Text is complete and each paragraph is arranged with proper connectives.	20
	• Text is almost complete and each paragraph is arranged with almost proper connectives.	15
	• Text is not complete and each paragraph is arranged with few misuse of connectives.	10
	• Text is not complete and each paragraph is arranged with misuse of connectives.	5
<i>Grammar</i>	• Very few grammatical or agreement inaccuracies.	20
	• Few grammatical	15

	<ul style="list-style-type: none"> or agreement inaccuracies but not effect on meaning. Limited range confusing words and word forms. Very poor knowledge or words, word forms, and not understandable. 	<p>10</p> <p>5</p>
<i>Vocabulary</i>	<ul style="list-style-type: none"> Effective choice of words and word forms. Few grammatical or agreement inaccuracies but not effect on meaning. 	<p>20</p> <p>15</p>
	<ul style="list-style-type: none"> Limited range confusing words and word forms. Very poor knowledge or words, word forms, and not understandable. 	<p>10</p> <p>5</p>
<i>Mechanics</i>	• It uses correct spelling, punctuation, and capitalization.	20
	• It has occasional errors of spelling, punctuation and capitalization.	15
	• It has frequent errors of spelling, punctuation and capitalization.	10
	• It is dominated by errors spelling, punctuation and capitalization.	5

The rubric provides five aspects of writing which are content, organization, grammar, vocabulary, and mechanics in which each of them is scaled from 5 to 20. Therefore, the maximum score is 100 with minimum score is 25. By knowing the highest score and the lowest score above,

the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

$$\text{Maximum score} = C + O + G + V + M = (25 + 25 + 25 + 25 + 25) = 100$$

$$\text{Minimum score} = C + O + G + V + M = (5 + 5 + 5 + 5 + 5) = 25$$

The score of the students were then interpreted into some categories, such as excellent, very good, good, fair, poor, very poor. The table was presented below.

Table 2. The Score Interpretation

Class interval	Interpretation
100 – 87	Excellent
86 – 74	Very good
73 – 61	Good
60 – 47	Fair
46 – 34	Poor
33 – 20	Very poor

Furthermore, there were two independent raters in assessing the students' writing. The first rater was the researcher herself and the second rater was English who is qualified in assessing students' writing. The researcher and the teacher gave an appropriate score in each aspect. The indicator of success could be seen from the increasing in the number of students who got improved scores in cycle II.

3. Result And Discussion

The research was aimed to improve the grade VII A students' writing ability at SMP N 6 Semarang. The two cycled research was held based on the steps adapted from Kemmis and McTaggart model. The researcher focused on using Think Talk Write technique to improve the students' writing ability. The researcher would explain in four points. The first one is reconnaissance, the second is the report of cycle I, the third is the report of cycle II, and the last one is general findings.

1. Reconnaissance

The research was started by finding the problems during the teaching and learning process of writing. The problem was drawn from students' score in diagnostic assessment. It was found that students' score in writing ability was low.

By examining students' ability in English, the researcher also found that errors in term of grammar or sentence structure were still found in most of students' work. The other problem was when the students were in the writing activity, they showed a very little interest. There were also times when the students asked the teacher or researcher how to write some words in English. The students said that they are not good enough in English. In addition, they did not have any idea about what was going to be written in English and how was the spelling. Almost of the students did not bring a dictionary in the English learning process. The students relied on online translating tool, in which the results were not always accurate. Besides, the teacher had difficulty in monitoring the students in writing process since the large number of the students and the limited time.

In addition, the researcher conducted a pretest to the students of grade VII A. The test was conducted on Friday, 14 April 2023. The students were asked to write a simple paragraph about class schedule. During the test, students are not allowed to use dictionary and look for basic information from the internet. The result of the pretest was presented in the Table 3 below.

Table 3. Result of Preliminary Test

Interpretation	Span of score	Frequency	(%)	Mean
Excellent	100 – 87	0	0	70.09 (good)
Very good	86 – 74	9	28.12	
Good	73 – 61	19	59.37	
Fair	60 – 47	4	12.50	
Poor	46 – 34	0	0	
Very poor	< 34	0	0	

After the problems were identified, the researcher analyzed the point of those problems and consult it with the collaborators who were the English teacher and her friend. They found that students'

writing score were low. They tried to design the appropriate method to improve the students' writing ability. The researcher proposed Think Talk Write technique to be implemented in the actions. This technique was combined with discussion method to make the students active in communicating and do talk.

2. Cycle I

Cycle 1 was administered in two meetings, on Friday, April 14 and Thursday, April 27, 2023. Cycle I was carried in four stages which were planning, implementing, observing, and reflecting.

2.1. The Process of Cycle I

In this research, Think Talk Write was implemented to facilitate students' writing activity. The material for the writing activity during the data collecting process was descriptive text. It was in accordance with the semester program, of which the students would learn how to write descriptive text. In this case, the researcher focused on the writing ability. Therefore, during the planning stage, the researcher prepared material to support the students during the process of gaining idea and collecting information to write a descriptive text.

2.2. The Result of Cycle 1

The result of the Cycle I test was used as the measurement of the improvement and guidance to do the next action. It could be seen in the Table 4 below.

Table 4. Result of Cycle I Test

Interpretation	Span of score	frequency	(%)	mean
Excellent	100 – 87	2	6.25	78.12 (very good)
Very good	86 – 74	23	71.87	
Good	73 – 61	7	21.87	
Fair	60 – 47	0	0	
Poor	46 – 34	0	0	
Very poor	< 34	0	0	

Table 4 showed that the students' mean score in cycle I test was 78.12. It was categorized as very good. There were 2 students who were categorized as excellent. There were 23 students who were categorized as very good. On the other hand, there were 7 students or 21.87% who were in good category. Even though it was categorized as good but 7 students had not met the criteria of success in which they got score under the minimum standard for their English score. From the mean of the overall score, it could be seen that the overall mean had met the minimum standard of English score for VII grade which was 74. Based on the result of cycle I test, there were 71.87% of students who got 74 and above for their English score.

From the research, it could be concluded that Think Talk Write technique was able to improve students' score in writing which initially was at 70.09 into 78.12. Based on the observation during cycle I, it was found that the students experienced some difficulties, especially in sentence structure and translating. In order to solve the problem, some additional treatments were implemented in the administration of cycle II.

3. Cycle II

The result of reflecting stage in cycle 1 was then proposed to decide the next treatment in cycle II. The administration of cycle II was basically the same to the process of gaining the data in cycle I. However, the researcher gave an additional treatment to solve the problem remaining in cycle I. Cycle II was administered in two meetings, on Thursday, May 11 and Thursday, May 25, 2023. Cycle II was carried in four stages, which were planning, implementing, observing, and reflecting.

3.1. The Process of Cycle II

Cycle II was started by planning stage which was done by doing some preparation according designing lesson plan, preparing learning material, designing writing test, also browsed some videos about description text which then used as the media in giving the additional treatment.

Most of the procedures were same as the implementation stage in cycle I. However, in cycle II, the students were asked to write a descriptive text about

school. In addition, before the writing process, the students were also required to watch a video about descriptive text to enhance students' understanding on how to describe a place.

3.2. The Result of Cycle II

The writing test in cycle II was used as the last instrument to measure students' writing ability improvement. Therefore, the result of cycle II test could be seen in the Table 5 below.

Table 5. Result of Cycle II Test

Interpretation	Span of score	frequency	(%)	mean
Excellent	100 – 87	2	6.25	80.81 (very good)
Very good	86 – 74	28	87.50	
Good	73 – 61	2	6.25	
Fair	60 – 47			
Poor	46 – 34			
Very poor	< 34			

The table showed that the students had reached the targeted mean score in cycle II. The students' mean score was 80.81 and could be considered as very good. From the result, it can be drawn that the result of learning process in cycle II was more successful compared to learning process in cycle I. There were 2 students or 6.25% whose score were categorized as good, 28 students or 87.50% students were categorized in very good category, and 2 students or 6.25% students whose writing were categorized as excellent. There were 0% students who was categorized in fair category and below. In this cycle, the 30 students could reach the standard minimum score of the learning target which was 74. The students' mean score in cycle II which was categorized as very good with 80.81 also met the criterion of success. In the other words, the result of the learning process in cycle II had reached the performance indicators.

4. General Findings

The detailed discussion of research finding was presented by comparing the result gained during the reconnaissance stage, cycle I, and cycle II. The improvement of students' writing ability was presented in the Table 6 below.

Table 6. The Result of Writing Ability in All Cycles

Assessment aspect	Mean score			Improvement	
	P	C1	C2	P – C1	C1 – C2
Writing ability	70.09	78.12	80.01	8.03	2.69
>Minimum score	28.12 %	78.12 %	93.75 %	50 %	15.63 %

From the table above, it could be concluded that the implementation of Think Talk Write in cycle I was success in making some improvement. It could be seen from the improved mean, from 70.09 to 78.12. beside the mean, the number of students who got score above the minimum standard was also significantly improved, from 28.12% to 78.12%. The improvement was 50%, and it was shown by the improved students' involvement during the teaching and learning process. The use of Think Talk Write as technique in the teaching and learning process of writing could draw more of the students' attention towards the lesson. Think Talk Write could make students gain a gradual understanding. In addition, the technique also combined with discussion in which the students were engaged in a group discussion and they could enhance their idea and thought about the topic. Then the students wrote their result of discussion as writing practice. However, it was shown there were still the students who got score under the minimum standard of 74. Regarding this problem, an additional treatment was applied during the teaching and learning process of cycle II.

The implementation of cycle II was basically same as cycle I. However, in this stage, a video was added as a media to help students in getting more example on how to elaborate a general description of a school.

The use of video during cycle II stage was supported by a theory that based on the increasing technology, video can be also used in language teaching. Many educators chose to use video slowly for the process of comprehending visual and verbal messages (Reyes, 2005). It can be used as one of teaching method which may helps students to improve their writing ability. Another research stated that video could enhance students' writing skill, was stated by Pakiam and Tan (2007) that the use of video is could present significant improvement in students' sequencing and elaborating ideas. As the result, the students' writing score in cycle II was also improved from 78.12 to 80.81. The students mean score was above the minimum standard which was 74. From the table 6, it could also be seen that students who got score above the minimum standard was also improved from the initial 78.12% to 93.75% in which the improvement was 15.63%.

It is true that the video made an improvement. However, if the improvement in cycle I and cycle II was compared, it can be seen that the more significant improvement was during cycle I. It means that the implementation of Think Talk Write made more significant improvement. In addition, the students' improvement was determined based on the writing rubric proposed by Brown (2007) which included some aspects, such as content, organization, grammar, vocabulary, and mechanics. Meanwhile, the students made improvements in the aspects of writing which could be described as follows:

- 1) The first aspect of writing rubric by Brown is content. In this aspect, students writing was found to be good enough from the very first stage. As the students' knowledge about class schedule, they were able to arrange some sentences.
- 2) In the organization aspect, an improvement was also found. As in the preliminary stage, the students were not able to link the sentences smoothly using the proper conjunction. However, after the implementation of Think Talk Write,

the students were able to organize a paragraph. Therefore, in the final cycle, students were able to write a good descriptive text with well-organized words.

- 3) In the grammatical aspect, most students showed some improvements. Most of them were able to arrange the words in the right order. They could express their ideas in longer sentences than they did previously in the pre-test although they still made some mistakes in determining the right verbs to express certain sentences. It was better than before the implementation.
- 4) In the aspect of vocabulary, most of students used the terms in their sentences after they were given the lists of terms related to the school activities, they. Their vocabulary choice was getting better. In cycle I and II, after the implementation of the action, the students could use more terms and some new vocabulary about school. Therefore, the students were successful to use effective word choice.
- 5) In the aspect of mechanics, involving spelling and punctuation, the students were initially unaware of these aspects. It was found during the implementation of preliminary test. Previously, they tended to neglect these aspects. Students frequently forgot to put a full stop at the end of the sentences and did not use capital letter at the beginning of a sentence. They also sometimes unable to differentiate the use of full stop and comma. Moreover, they wrote misspelling of a word. After the implementation of cycle I in which the importance of punctuation and spelling were given as this aspect could affect the readers in understanding their writing, they give more attention on this aspect.

To sum up, the improvement gained during the research was in line with the previous research stated that Think Talk Write is used to make a writing gets improved and language vocabulary gets better (Rahmawati dan Prasetyo, 2020). The

technique could help students in improving their writing.

4. Conclusion

Based on the analysis of the data in reconnaissance stage, cycle I, and cycle II, it can be concluded that the writing ability of grade VII A students of SMP N 6 Semarang in the academic year 2022/2023 could be improved by the implementation of Think Talk Write as learning technique in writing. It could be seen from the students' mean score from the test administered during reconnaissance stage, cycle I and cycle II. The students' mean score in pretest was 70.09. It then improved to 78.12 in cycle I. In the end, in cycle II the students' mean score improved to 80.81. It could be concluded that Think Talk Write could improve the ability of students' writing.

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