

The Effectiveness of Think Talk Writing and Guided Writing Techniques on Teaching Descriptive Writing for the Tenth-Grade Students of SMK Swasta Yayasan Abdi Karya Torganda

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Abstract

This research presents a research report on the using of Think Talk Writing (TTW) Method and Guided Writing Techniques for students' writing skill at SMK Swasta Yayasan Abdi Karya (Yadika) Torganda . The objectives are to find out the effect of using Think Talk Writing (TTW) and Guided Writing Techniques (GWT) for students' writing skill and which method is the most effective one. It was by using classroom action research. The subject of this study were grade X students of Convesional High School at SMK Swasta Yayasan Abdi Karya (Yadika) Torganda. In this study the writer took 105 students of SMK Swasta Yayasan Abdi Karya (Yadika) Torganda a as the sample. They were divided into three groups. The first and the second groups are (Experimental Group). They were taught by using Think Talk Writing (TTW) and Guided Writing Techniques (GWT) in writing text, while the third group (Control Group) was taught without using Think Talk Writing (TTW) and Guided Writing Techniques (GWT). The technique for data analysis is quantitative research. In analyzing the data the mean of the students score for pre-test in experimental group one (TTW) is 69,27 and the mean of the students score for post-test in experimental group one is 81,30. The mean of the students score for pre-test in experimental group two (GWT) is 68,83 and the mean of the students score for post-test in experimental group two is 80,29. The mean for pre-test in control group is 66,8 and the mean for post-test in control group is 76,77 The conclusion is that the using of Think Talk Writing (TTW) and Guided Writing Techniques (GWT) are significantly affect the students' writing skill. TTW is the most effective one in teaching News Item Text than GWT . It is suggested that teachers should apply this method as one of methods to improve students' Ability in Writing Descriptive Text.

Keywords

think talk writing; guided writing techniques; writing; descriptive text



I. Introduction

Many people have learned English in order to be able to communicate and write to socialized in a wide global community. English is a very important language in this world because it is an international language. Many people learn English in order to be able to communicate and socialize with the global community. According to the Minister of Education and Culture Decree No.372/2003, it states that English is the first foreign language and a compulsory subject that must be considered in Indonesian schools up to university level. English is very important because it helps the students' needs to get information and knowledge in every aspect such as education, science, religion, social, and technology. Regarding the importance of English, students must master it, Because English

is not only helping people getting information and knowledge, but also helping people interacting with broader range of people in the world, cannot only use it to get information and knowledge but also able to use English for communication with other people in the world.

According to Harmer (2004: 31), writing as one of the four skills of listening, speaking, reading, and writing has always been part of the syllabus in teaching English. This means that writing is a part of teaching English and is important in teaching and learning English. Writing involves several language components (spelling, grammar, vocabulary, and punctuation). One of productive skills which is very important to be mastered by English learners is the writing skill. Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language and foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Based on their arguments, it seems common that many learners, particularly those of foreign language learners, have some degrees of difficulties in writing. Therefore, some efforts need to be done in order to maintain or improve the students' writing skill. There is no hesitation that writing skill gives many contributions in the literary world. Brown (2004: 218) states that writing skill has become indispensable and has high significance in this global literature. As it has been known that business transactions, records, legal documents, political and military agreements are written by those who are expert in their field with sound knowledge of writing skill. Besides, it is also apparent that in the literate culture nowadays, some degree of writing skill has become a prerequisite requirement for getting employment. In teaching and learning processes, learners have different abilities in mastering the four skills of English. This is due to the fact that different learners have different capabilities as well as incapability in learning language, including English. According to River (1981: 291), many students who have studied for six or more years of second or foreign language are still unable to express themselves in a clear, correct and comprehensible manner in the target language through the four skills, including writing skill.

The researcher observed students' problems in one of the high schools in South Labuhanbatu Regency and found the students' problems in writing texts. The teacher reported that they were confused by using tenses in writing. The teacher used only a conventional teaching to teach Writing. An appropriate teaching technique is needed to help students becoming a good writer, especially in writing a descriptive text. A writer should be the one who masters the writing skills such as grammar, punctuation, and the language use. A writer should also practice writing with a wide range of genre. As a teacher, someone needs to use techniques to teach as a teacher, someone needed to be modeling- lots and lots. This also includes modeling and supporting topics, ideas, sounding out words and using appropriate tools (alternatives to pencils). Keep in motivating and accessible for your students in order for students to make progress with learning to write (and read), all students must use the alphabet and then the teacher asked students to take notes on some important material.

Many students have some difficulty writing sentences and exploring them into a paragraph. The first difficulty is that there is no interest in writing so the teaching learning process cannot run well (Fauziaty, 2002: 149). According to Rivers (1983) in Nunan (1991: 117) vocabulary is essential for successful second language use because without an extensive vocabulary, one will not be able to use the structure and function. The students may have learned for comprehensive communication. Vocabulary is central to language and the ability to write a foreign language pre-supposes knowledge of lexical units of the language. Krashen (1981:76) states that vocabulary grows through incidental learning such

as through continuous exposure to comprehensible learning in reading, listening, speaking, and writing exercises. The second, Enyet al (2011:2) stated that students find it difficult to find ideas in written form. Other problems are no proper media, lack of grammar and vocabulary. That most of the students cannot write in English well. The students write only for tasks, not to improve their knowledge. The students not interested in writing because they do not understand what they want to write. When the students were given the task of writing, they write their answers directly without thinking first. One of strategies that can be used to improve the students' writing skill is think talk write strategy. This strategy can encourage students to think, talk, and then write based on the topic. Think talk write can help students to develop their knowledge. Students are also able to communicate or discuss with their friends. So, the students can help each other.

To solve these problems, the teacher needs to use the right techniques that makes students interested and enthusiastic in writing subject. One of the strategies suitable for teaching writing is Think-Talk-Write (TTW). Suyatno (2009: 66) stated that there are several activities that students do in Think-Talk- Write (TTW). Think-Talk-Write (TTW) begins with thinking through reading, reading results are communicated through presentations, discussions, and then making notes about the results of the discussion. Not only applying T-T-W, this research proposes guided writing techniques to solve the problems of teaching techniques. Guided Writing Technique is to see whether this technique can influence students' achievement in writing or not.

Guided writing, by definition, is a form of teaching writing in which learners are given step-by-step instruction. It is one in which the teacher demonstrates for students the process of writing a sentence or paragraph using proper English convention (Carol Simpson, 1998: 1). By using this technique, the students are able and have opportunities to show that they can use these strategies and convention in their work. Tyner also (cited in Anggara, 2013) defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice. This technique activities are typically done in the classroom so the teacher can interact with students individually as well as with the entire class. In this technique, the researcher was using questions and pictures as a guide to help the students' write a report text in appropriate way. This technique helped the students to gaining and developing their own ideas by answering the questions and getting information from the pictures that given by the teacher. By doing so, the students expressed their own ideas freely in the form of written language and organized their ideas more effectively in the report text. This is very helpful to lessen the difficulties that students can have in doing writing exercises. This technique also helped the teacher in guiding the students to write an organized report text. Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing. It is also including the kind of texts that will be one of the focuses in this study. Guided writing aims to support learners in this psychologically and cognitively difficult activity. For example, the learners have been looking at how conjunctions are used to contrast and compare ideas. The teacher is working with the groups to guide them in the correct use of the target language (British Council, 1998). Although guided writing has several activities to be used, but in this research the researcher used these activities in order to guide students in teaching writing report text. Those activities are: (1) guided writing by giving question and (2) guided writing by giving pictures.

Actually, student might have something to state in their mind, but they are often confused to express and develop their ideas into a good writing. Further, one of the students' problems is that they have difficulty in arranging information or ideas logically

to achieve coherence in their writing, which is the foremost requirement in writing. This matter also happens to the students in SMK Swasta Yayasan Abdi Karya (Yadika) Torganda. This is because acquiring writing skill needs a lot of practice, and to produce a piece of essay needs long process. Most of researchers recognize this difficulty in writing is caused by the complexity of writing (Urquhart, 2005). The complexity of writing encountered by students involves the level skills of planning and organizing as well as the level skills of spelling, punctuation, word choice, grammar and usage. In reality, as the writer has observed the condition of the students in writing and found that the students' score of writing course was under the standard score.

II. Review of Literature

Writing is one of the four skills in English that should be mastered by students who learn English as a foreign or a second language. Writing is a means of communicating ideas, feeling or opinion in written form. According to Rahman, et al., (2013:2) writing is a skill which involves writer's ability in arranging letter, word, and specific language sentence into written communication. The definition implies that writing is a complex skill in which it insists the learners to be skillful in arranging the word into sentences and sentences into a paragraph. Another definition is given by Jahin (2008:125) who says that writing is essential feature of learning a language because it provides an excellent means of foxing the vocabulary, spelling, and sentence pattern. It means that the writing is the importance skill that should be mastered because in writing provides an excellent means like foxing the vocabulary, spelling and sentence pattern. From the definitions, it can be concluded that writing is the highest skill level. Writing is a process of pouring ideas in the form of a series of language symbols or letters. As one of the productive skills, writing requires the learner to be able to explore, discover and express ideas, feelings, experiences, and write using appropriate language.

According to White (1986:221) there are five stages of process of writing, they are invented, gather and plan, organize and outline, write a first draft, and revise.

1. Invent. To discover a topic, the important details about the topic, and what a writer mainly want to say about it.
2. Gather and plan. Retrieve details about the topic from a writer's memory or from background reading
3. Organize and outline. Map out a writer in idea in terms of beginning, middle, and an end, device a working (trial) outline to maintain coherence and a through development.
4. Write a first draft. Develop your idea, concentrating more on content than on style or correctness
5. Revise. Rework your draft to improve accuracy, readability, and development. Revision can take whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft.

2.1 Think-Talk-Write Strategy

Think-Talk-Write (TTW) is one of teaching strategies that belongs to cooperative learning that encompasses the process of thinking, speaking and writing. Think-Talk-Write (TTW) is one of learning strategy with the purpose to improve students' understanding ability. It is a learning starting from thinking through reading material, the result of reading is communicated through presentation, discussion, and then making note about the result of discussion. In the study Think-Talk-Write (TTW) refers to the strategy used in student's writing descriptive text ability.

According to Huinker and Laughlin in Ratna and Giska (2015:2), Think-Talk-Write (TTW) 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. It means that the Think-Talk-Write (TTW) Strategy is the strategy builds in time four thought or think, Talk or discuss the idea, then write or product the result on write down on the paper after that presentation about the product. Think-Talk-Write (TTW) have three activities that is Activity Think is an activity that involves getting picture and interpret it into a small note based on what they have been thinking. After writing or making a note, students are asked to differentiate and unite the presented ideas. Activity Talk. Talk is important as it demands to use own words and languages to deliver the ideas to make a complete understanding. The sharing strategy is one of the ways used to enhance students' talking ability. Process question communication is done through the students' lives. As social human beings, students interact with the environment to communicate. In a real implementation, this activity can be utilized before starting a writing class. Activity Write, the next phase is "write" means writing dialogue and discussion This activity means, students have to do dialogue and discuss the ideas with friends so that can be expressed on a paper through writing.

2.2 Guided Writing Techniques

According to Reid (1993: 25), guided writing is free writing that is bounded to structuring sentences, direct answer to questions, and the result usually in the form of paragraphs. Besides, the exercises were language-based that focused on reading comprehension, vocabulary building, grammar, and oral skills that finished in a piece of writing. It can be concluded that guided writing is an individual or group writing activity which is guided by the teacher, to control students' writing in structuring sentences, direct answer to question, and language-based exercises that focused on vocabulary building, reading comprehension, grammar, and oral skill with the aim to produce sentences or paragraph in written form independently.

In addition, there are some processes in guided writing technique. Reid (1993: 25-26), there are some processes of guided writing. They are: (1) model paragraph, the teacher gives the model paragraph for the model text; (2) comprehension questions that are related to the model paragraph; (3) vocabulary building; (4) oral composition; and (5) written composition. Moreover, Oczkus (2007: 1) states that there are some teaching steps in guided writing. They are: (1) modelling, the teacher gives the text for students as a model paragraph in their writing; (2) shared writing, the teacher involves the students to participate; (3) guided writing, the students write their ideas in group follow the teacher's guidance; (4) independent writing; and (5) guided conferencing. From the discussion above the researcher concludes that there are some steps in teaching writing by using guided writing technique. They are: (1) modelling, the students are given the model paragraph for the example; (2) comprehension questions that are related to the model paragraph; (3) language-based exercises that consist of vocabulary building and sentence pattern; (4) oral composition; and (5) written composition, the students practice to write.

The use of guided writing technique in teaching writing has many advantages for both the teacher and the students. According to Madsen (1983: 112), there are some advantages of guided writing. They are: (1) guided-writing test is rather quick and easy to construct; (2) guided testing technique gives the appearance of being an effective measure of writing because it requires an active rather than a passive response; (3) guided-writing test provides appropriate control for those students who are not ready to write on their own. Besides, Department for Children, Schools, and Families (2007: 6) mentions the

advantages of guided writing. They are: (1) enables the teachers to fit the teaching to the group's need; (2) facilitates the teaching and learning of individual students; (3) gives the opportunity for the teachers to extend and challenge more-able groups of students; (4) encourages the students to be active participants; (5) builds the students' confidence; and (6) allows the teacher to give immediate feedback and the opportunity to discuss another area for improvement.

2.3 Descriptive Writing

According to Gerot et. al. in Imelda (2014:2) said that Descriptive text is a text that gives information about particular person, place, or thing. states that descriptive text is a kind of text with a purpose to give information. The contexts may be a particular person, place, or thing. It means that descriptive text is the kind of information text with the context of describes of person, place, or things.

Knapp and Matkins (2005:95) states that describing means categorizing or classifying something in almost infinite range of experiences, something described either objectively or subjectively.it means that descriptive text is kind of categorizing or classifying text that describes either object or subject. From definition above it can be concluded that descriptive text is a information text or classifying text that describe person, place or things with the purpose to describe person, things, or place to the reader.

III. Research Methods

The research was a quasi-experimental. The quasi-experimental research design was used to identify any casual impact between the independent variable and dependent variable with groups that were nonrandomized assigned. In the quasi-experimental there were three types of groups, they were experimental and control group. Those groups were given a pretest and a posttest. What made three groups different was that the experimental group was given a certain treatment after pretest. The following table shows the design of the study.

Table 1. Quasi-Experimental Design

Group	Pretest	Treatment	Posttest
Experimental	✓	TTW	✓
Experimental	✓	GWT	✓
Control	✓	a conventional strategy	✓

148). Population was all subjects being studied, for instance, all students of the tenth grade, all sentences in a novel and many others. The populations of this research were the tenth-grade students at SMK Swasta Yayasan Abdi Karya (YADIKA) Torganda which consisted of five classes with around 35 students in each class. The total population was 105 students.

Sample was part of population that being studied (Chojimah, 2019:3). Sample was a limited number of elements from a proportion to represent population. As previously mentioned, two groups were used to verify the existing theory dealing with the effect of Think-Talk-Write (TTW) and those taught by using Guided Writing Techniques (TWG). Based on the set criterion, class X AKL, X TKRO and X TKJ 3 were selected as the sample of the study. The X AKL class consisted of 35 students was used as the control class and the X TKRO and X TKJ 3 class comprised 35 students as the experiment class.

IV. Results and Discussion

The results show that t-test analysis of pre-test and post-test score, the gained scores of pre-test and post-test result were also analyzed as shown in Table 2. Based on the table, the independent sample test resulted p-value or sig (2-tailed) = 0.035 (3,5 %). It can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted because the p-value (0.035) was less than sig $\alpha = 0.05$ (5%). It also means that there was a statistical significance in the experimental class gained score.

Table 2. T-test results of gained scores
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
NGain_Per sen	4.196	.045	2.150	63	.035	8.2511	3.83834	.58079	15.92142	
			2.1025	52.867	.040	8.2511	3.92577	.37655	16.12566	

Since the T-test result proved statistical significance in the post-test and gained scores results, the writer analyzed the effect size of the T-test result with the intention to find out the level of significance refers to Cohen's d effect size calculation. In this calculation, the means and the standard deviations of post-test of both classes (experimental and control) are required which have been obtained earlier in T-test result from the Group Statistic table. The effect size result is recapitulated in table 3.

Table 3. The effect of result size

Statistic of Post-test	(TTW) Experimental Class	GWT Experimental Class	Control Class
Mean	81.3	80.29	76.77
	80.79		
Std.Deviation	5.7	4.7	4.0
	5.2		
Effect Size	4.7*		

* The result is obtained by manual calculation using Cohen's d formula

The table shows that the effect size or the level of significance effect is 0.87. It indicated that there is a moderate effect of Think Talk Writing (TTW) technique and GWT on students' writing ability performed in this research. This is on the basis of Cohen's d effect size criteria in which 0.87 ranges in moderate effect scale that is only two points close to the strong effect scale.

V. Conclusion

This research proved that TTW was effective on the students' writing descriptive text ability. It was shown by the independent sample T-test of p-value (2-tailed) = 0.006 in the post test and 0.035 in gained scores. As the research referred to the significance level of sig $\alpha = 0.05$ (5%), therefore, the obtained p-value which was less than the sig $\alpha = 0.05$ (5%) indicated a statistical significance or effectiveness. In other words, when p-value < sig $\alpha = 0.05$ (5%), the null hypothesis of the research was rejected and alternative hypothesis was accepted. Besides, the effect size then was also calculated by using Cohens' d resulted from a value of 0.87. It can be interpreted that the level of significance ranged at the moderate level.

Therefore, it can be concluded that the Null Hypothesis of this research was Rejected and the Alternative Hypothesis was Accepted. In other words, it proved that there is significant difference score on writing descriptive text ability of the tenth-grade students at SMK Swasta Yayasan Abdi Karya (Yadika) Torganda taught by using "Think Talk Writing (TTW) Method and Guided writing Techniques (GWT) Method and those taught by using Conventional Method in the academic year 2021/2022

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