

IMPROVING STUDENT ACHIEVEMENT IN WRITING NARRATIVE TEXT THROUGH APPLICATION OF THINK TALK WRITE STRATEGY

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ABSTRACT

This study aimed to determine the improvement of students' writing achievement in narrative text using the think-talk-write Strategy at AL-HUSNA boarding school. The subject of this study was students of eight grade Madrasah tingkat stnawiyah Swasta Al-Husna Marindal. It consisted of 32 Students. The study's objective was to improve the students' achievement in writing Narrative text by using the think-talk-write Strategy. This study's research was conducted using the think-talk-write Strategy in Classroom Action Research. The technique of analyzing the data of this research is applied to qualitative and quantitative data. The qualitative data were taken from diary notes, interview sheets, observation sheets, and documentation. Based on the writing tests, the student's scores kept improving on every test, which could be seen from the improvement of students' mean scores from the pre-test, post-test of cycle I, and post-test of cycle II. The improvement can also be proved by the result of the observation sheet and diary notes, which showed the expression of the students. The quantitative data were taken from the writing test. In the pre-test, the students got up to 65. There were only 2 of 32 students (6,25%). In the post-test of cycle 1, students who got up to 65 were 8 of 32 (25%). It means that there was an improvement of about 18,75%. In the post-test of cycle II, students who got up to 65 were 29 of 32 (90,62%). The improvement was about 65,62%. The total improvement of the student's scores from the pre-test to the post-test of cycle II was 84,37%. In other words, the students got a better score at the next meeting. Based on the findings, the alternative hypothesis was accepted. This means that talking and writing could improve students' achievement in writing narrative text.

INTRODUCTION

In Indonesia, English is the first foreign language studied from the elementary level to the university level. English is also intensively used in international communication, both written and spoken (Kustiningsih, 2021; Mahpudin et al., 2020; Prihasti & Koeswanti, 2023). In

addition, many books on science, technology, the arts, and other published materials are written in English. Integrated skills such as listening, speaking, reading, and writing must be mastered in English (Rahman, 2022; Siddik, 2018; Surjiyanto, 2022). Braine and Yoruzu (1998) state that English language skills are divided into two categories: receptive and productive skills. Reading and listening are receptive skills, whereas speaking and writing are productive (Mustika, 2020; Rita, 2022).

Writing is one of the English language skills. It is a process of thinking about finding ideas, expressing them in good writing, and organizing them into statements and paragraphs (Febriasari & Purwanti, 2014; Mariyana, 2022; Muradi, 2016). Students must deepen and organize the concept into a good paragraph. Writing is one of the four skills. Students begin to learn to communicate through written forms as they interact with others at the school level (Apriliana & Hermawati, 2020; Chze, 2009; Ikhsan, 2020; Putra, 2019).

However, learning English is a challenging task for many learners. Communicative skills, both oral and written, are complex. Writing is one of the critical English language skills, (Amin, 2021; Hildayanti et al., 2018; Mujahidiyah, 2016) Moreover, it is paramount to achieving academic success. It is an active, productive skill that students need to learn. Such difficulty may be ascribed to many factors. Richards and Renandya (2012) state that difficulty in writing arises from the difficulty in generating and organizing ideas and translating these ideas into readable texts (Rofi'i, 2020). Indonesian schools, especially those based in 2013, still use the school-based curriculum as a reference to teach English. Students should have written and spoken communication skills. Communication skills are understanding and producing spoken and written text in four languages (Maulana & Ikhsan, 2018; Syaifudin et al., 2017).

However, students who have learned a foreign language for years are not as successful as the government expects, especially regarding writing skills. Most of them cannot write well. They always make mistakes in writing. It shows that many students are not very good at writing. Many students are confused about starting their writing concepts. Individually, a student only uses his ideas without supporting ideas from other sources (Mustamin, 2023; Wardani, 2020).

Hence, it makes a static learning process because ideas appear from a student so that it will produce a limited concept depending on a student only. As a solitary student, I struggle to think of an idea. It makes starting the writing process difficult, especially when getting a central idea. If a student begins to write, expanding specific ideas is complex and will take longer to finish the writing process.

These phenomena show us that writing is still the most challenging skill in language learning. Writing is considered one of the most complex and difficult skills. Many factors may describe such difficulty (Afsari, 2018). Writing arises from the difficulty in generating and organizing ideas and translating these ideas into readable texts (Rofi'i, 2020). There is no doubt that writing is the most challenging skill for students to master, as well as the difficulty in generating and organizing ideas (Hermawati, 2009).

Hunker and Laughlin introduced Strategy Think Talk Write (TTW), where the learning process is through thinking, talking, and writing. This strategy begins with students reading to understand the problem, then thinking of a solution (Think), and then learners communicate its completion (Talk). Finally, through discussions and negotiations, learners write the results of their thinking (Write). Think Talk Write Strategy allows students to work as a group of 4 – 5 people for each group. The steps in the TTW Strategy are Think, Talk, and Write. In the Think Stage, students with their group need to think individually to find an idea about the theme in the lesson. Then, in the Talk Stage, after students already get the idea, they discuss it with their group to share their idea of the theme. Next is the Write Stage, where students start to write the text based on the information they get in the Talk Stage (Utami & Arini, 2018).

The researcher would apply the think-talk write strategy to motivate students in writing and bring their spirit and the students for the learning process. Think Talk Write allows the student to improve their achievement in learning by allowing them to think, be active in the learning process, talk to communicate well, be brave enough to suggest their idea, appreciate someone else, and train students to write the result of the discussion into text. This model also gives students freedom because they can share their ideas and feel more comfortable with their friends. The researcher would apply to Think Talk Write Strategy and conduct the research entitled “Improving Students’ Achievement on Writing Narrative Text through Think Talk Write Strategy

RESEARCH METHODS

This research was applied by Classroom Action Research (CAR). Classroom action research is the research to repair the quality of studying practice so that the focus is on the processing of study in the class. A teacher can get information about research by doing steps in classroom action research, and a teacher can find decision problems in the class (Arikunto et al., 2006; Hasibuan et al., 2023; Hasibuan & Prastowo, 2019). As a researcher, Classroom Action Research was conducted with the teacher conducting the first work, namely teaching in class and staying with the student. The subject of this research is grade ninth (IX2) students of MTs.S Al-Husna Marindal Medan, which consists of 32 students. The data collection procedure for this

research was conducted by implementing two cycles. Each cycle consists of three meetings and every meeting includes four steps.

The instruments of this research were:

1. Test

A multiple-choice test was used to collect the data. The students were asked to answer the multiple choice test question related to the lesson that learned multiple choice test was given in the pre-test, post-test cycle one, post-test cycle one, and post-test cycle 2. They were given 30 minutes to finish the test was 30 minutes.

2. Interview

An interview is a conversation in which information is obtained. It usually involves two people or more. The interview was conducted to determine the student's achievement in reading descriptive text before giving the treatment.

3. Observation

Collecting the data using participant observation shows that expressing the meaning of the have not is essential in qualitative observation. Research has a role in observing the object of research, such as the place of organization, group of people, or some activities at school. Observation was used to identify all conditions during the teaching and learning process.

4. Documentation

Documentation is anything written that contains information serving as proof. (Ardiansyah et al., 2023; Makbul, 2021).

This research's data was analyzed using qualitative and quantitative data. The data was used to describe the situation during the teaching-learning process. Test results, interview results, and observation sheets were analyzed. The quantitative data was used to analyze the students' scores (Fiteriani & Solekha, 2017).

RESULTS AND DISCUSSION

RESULT

The result indicated improved students' ability to write narrative text by thinking talk strategy. It is supported by the fact that the mean from the score in every meeting increased. The mean of the first cycle was 30%. It was shallow because the students still had many difficulties reading the report text, and they had challenges adapting between the new strategy and the old one from their real teacher before. From the result above, the first cycle got a mean of 63,67%, and the second was 77,33%. It was indicated that the scores and the means in the second cycle were better than before (first cycle). The percentage of students who got points up to 65 also grew up. In the pre-test, students who got up to 65, there were only 2 of 30 students (6,67%). In the post-test of cycle 1, 11 of 30 students got up >65 (36,67%). It means that there was an improvement of about 30%. In the cycle II post-test, 28 of 30 students got up >65(93,33%). The improvement was about 56,66%. The total improvement of the student's scores from the pre-test to the post-test of cycle II was 86,66%. In other words,

the students improved using the think-talk-write strategy in the first and subsequent meetings.

DISCUSSION

The think-talk-write strategy is an efficient way to learn the course material in a cooperative learning style, even less so to know the genre of the text. The think-talk-write strategy is more effective, so the purpose of teaching-learning has been reached. It made students enjoyable and their ability to learn writing, especially in narrative text. The effect of the students using the think-talk-write strategy was that it was more accessible in the teaching-learning process. The English teacher implements many strategies in teaching reading, especially the Think Talk Write strategy in teaching narrative text.

Students stated that they think, talk, and write, which interested them in learning writing. They were more enthusiastic about learning narrative text seriously and focused. Meanwhile, the researcher paid more attention to students studying through the think-talk-write strategy than before conducting it. By analyzing, the researcher found that the approach was flexible and could be used at various levels. It was adequate for students to learn about writing, especially narrative text. Students also studied in groups and could share the material with their group and the other group. As a result above, there was an improvement in the student's achievement in writing narrative text through the application of the think-talk strategy.

CONCLUSION

Based on the result of the research, it is concluded the following points, they are:

1. Using the Think, Talk, Write Strategy can make the students more interested in writing narrative text. This was supported by the significant difference in the lower pre-test results (6.67%) than post-test I of the first cycle (36,67%) and post-test II of the second cycle (93.33%).
2. Implementing the Think Talk Write strategy in teaching narrative text was effective.
3. Students' ability to read report text can be improved by applying a trading place strategy. The improvement of students' scores from the pre-test of cycle I to the post-test of cycle II was about 86,66%. Based on the data analysis, it can be concluded that using the strategy significantly to reading place improved the students' ability to read report text in Eighth Grade at Mts Swasta Al-Husna Marindal Medan.

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