

Think-Talk-Write: Integrating Reading With Writing Explanation Text

Putri Novitasari^{1*}, Jenny Ika Misela²

^{1,2}Program Studi Pendidikan Bahasa Inggris, Universitas Wahidiyah
Email: princess.putrinovita@gmail.com^{1*}

Abstrak

The objective of this study was to find out whether there was significant impact of think-talk-write (TTW) to improve students writing on explanation text. By this research, researcher applied think-talk-write method to boost students' skill in writing explanation text. This research conducted by implementing TTW method in which the students passed some steps such as, they were instructed to read an article, think about the information, talk in pairs, and write the paragraph. Quantitative research was implemented as the research design. The sample was students of eleventh grade which contained of 49 students for experimental class and 47 students of control class. The data from the pre-test showed that both classes had a slight difference in the mean score, where experimental class got 67,43 and the control class got 57,83. However, the post-test score showed that the experimental class got a higher mean score 92,88 than the control class 75,47. In addition, the result of the post-test score revealed that the score of experimental class was higher than the controlled class. The increasing of mean score proved that there was improvement on students' writing in composing explanation text by applying think-talk-write method for teaching and learning process.

Keywords: Explanation text, Think-talk-write, Writing

INTRODUCTION

Learning is one of the important roles of human development in the process of growth, both personally and professionally. One of them is learning English, where English is currently the second language after the mother tongue. Learning English is very important, especially in terms of education. By learning English, of course, it will be very useful; we can understand some specific information of a new knowledge from text. By reading an English text we could acquire new information and able to share it to others. By talking or even writing.

Composing good sentence seems being a starting distraction for students when they had to learn English. Especially in the early study of English, instead of reading they also need to writing, speaking, and listening. Many of students struggle to write sentences that

remind them English was not their first language. In writing there were some aspects that should be required by students in order to have good sentence writing. Students must be able to write sentences using correct grammar, spelling, punctuation, and coherent ideas (Rahajeng, et.al., 2015). As stated by Machili (2014) that the ability to write sometimes seems difficult because it has reluctant in composing idea and tailors a communicative goal to the audience. This shows how important it is for the content and language to be easy to understand. It is in line with Enre (1988) who states that writing also called as a process of thinking systematically, so that what is being written can be easily understood. Enhancing students' learning outcomes greatly contributes on their proficiency in written expression. Teachers, as facilitators of knowledge bear the

responsibility of nurturing and developing students' writing abilities as stated by Graham & Alves (in Amri, 2023).

Focusing research in case of improving writing skill need a specific model, method and technique. When a teacher did the teaching writing process, there would be some processes that should be taught to the students. In spite of producing a paragraph, students had to had chance to read a text, thinking deeply about the information, sharing the information in pairs, than finally write a meaningful paragraph. In teaching writing, school and also the teacher must pay attention to writing instruction in order to develop students' writing skill. This included providing explicit instruction, offering real and wide opportunities for practices and feedback, and making correlation with teaching method. They can be applied to involve the writing skill of students.

By making written work, students were demanded to creatively compose a paragraph. In the process of teaching and learning, the ability to think creatively and the students' activities should be a factor to be considered. In the selection and use of learning methods, they must be able to improve the ability to think creatively and students' activities during the implementation of learning in the classroom (Wirda, et.al., 2017). By this research, researcher proposed think-talk-write as the method to enhance students writing skill.

Think talk-write (TTW) method was introduced by Huinker & Laughlin, on the grounds that Think Talk Write strategy is to build precisely to think and

reflect and to organize ideas and to test the idea before students asked to write (Rizka: 2017). It was a method that facilitate language exercises orally and write the language fluently. Furthermore, think-talk-write (TTW) was a method that belongs to cooperative learning. By implementing think-talk-write students trained to have imagination or deep thought about the information from the text. TTW method which is developed and built through the activities of thinking, talking and writing involve a problem solving in small groups. This method helps the students to actively participate, think critically, work together and provide the opportunities for the students to work alone and cooperate with others (Isjoni, 2012).

The TTW method, gave time for students to think about and reflect on their ideas before they are obliged to write. The movement of communication has a substantial influence on teaching activities in later courses when students are actively considering or reflecting on concepts and material from talks with friends from a group and conveying concepts to one another (Habibatul & Hamzah, 2016). It means, the whole writing can be fulfilled by students' idea.

The process of think-talk-write method started with the involvement of the students in thinking or dialogue with themselves after reading, then talking and sharing the idea with their friends before express it into writing (Wirda, et.al., 2017). The process of TTW gained and improved into three stages that began by *think*, in which the students

think deeply and grasp the topic or the information of the paragraph. Next was *talk*, where the students shared their knowledge with their friends in pairs. And the last was, *write*, in which students collect or resume their ideas and compose the paragraph based on the result of the conversation. It was in line with Yamin and Ansari (in Wirda et. al, 2017) who proposed three steps of thin-talk-write, which are; (1) Think is interpreted as thinking. In this stage the students individually write the text of the reading that has been provided; (2) Talk is defined as speaking. In this stage the students discuss with friends in their respective groups, exchange ideas, to understand the text and to solve the problems presented; and (3) Write which is writing. In this stage students construct new knowledge with language they understood.

Finally, based on the statement or theories that have been cited, it can be concluded that think-talk-write (TTW) method was the method of teaching in which the teacher act as the facilitator for guiding the students to compose or construct a meaningful paragraph after following some stages of understanding text, sharing the idea and thought, then writing a paragraph using their own idea. Actually think-talk-write was the method that was combining three skill of learning English. First, students should read, think, and understand about the concept that brought by the text. Second, they should talk, speak, and improve their confidence in order to speak up their idea. And third, they had to construct, combine, then write their idea into a new paragraph which covered their thought.

One of the text type learnt by students in eleventh grade was explanation text. In which this text told the reader about specific information or process of natural phenomena. An explanation text was more than action rather than things. Some experts also propose about explanation text. Knapp and Watkins (2005) said that an explanation text has two mains orientation: to explain why and to explain how. According to Xueqian (in Dina, et.al.: 2017), an explanation text is aimed at explaining how and why something works in a particular way and why something happen. Wood and Stubbs (2000) define explanation text as a text that is explaining how and why something happens. While other said, an explanation text is a type of text that explains how or why something happens or gives information on how to do something. An explanation text is similar to an explanatory text in that both aim to inform the reader about an event's topic, process, and sequence Liunokas (in Hardianto, et.al, 2024). Explanation text is the clarifying content sort explains to how or why something happens. It takes a gander at the means instead of the things. The goal of an explanation text is to tell each progression of the procedure (the how) and to give reasons (the why) (Anderson and Anderson: 1997).

When students wrote about a text, they usually need generic structure to compose a good paragraph. In detail the explanation text told about a process and the reasons why some phenomena happened. It explained the processes involved provides reasons for the incident in simple language. An explanation

text is often structured in the form of an introduction, a sequence of steps, and a conclusion (Hardianto, et.al, 2024).

The reasons of using think-talk-write (TTW) as the method to teach writing could not be separated from its advantages and disadvantages. Those advantages can be seen from these quotations, such as; The TTW technique can be viewed as a communication-based learning method with a twofold objective: to cultivate students' thinking and reflective skills and to aid them in organizing their ideas prior to expressing them in written form, Huinker Laughlin (in Aulfa: 2023); Melvin (2004) added that By this method they actively use their brains to find key ideas from subject matter, solve problems or apply what they have just learned into a real-life problem. With this active learning, students are invited to participate in all the learning process, not only mentally but physically involved. With this method students will feel a more pleasant atmosphere; Some of the features of the think talk write learning model are students trained to advance with their own ability, starting from the problem or developing the concept with the right level and then invite the students to discuss problem solving or understand the concept given (Otang, et.al, 2018); the TTW technique encourages children to think creatively, to speak out loud, and to enjoy writing their ideas (Habibatul & Hamzah: 2023); and the TTW model promotes the development of meaningful solutions to understand teaching materials, encourages critical and creative thinking through open-ended questions, and actively involves students through group interactions

and discussions, Shoimin (in Yuyun, et.al, 2024). However, this model also had weaknesses as stated by Widayanti & Lingga (in Yuyun, et.al.: 2024), the weaknesses of the Think Talk Write model are as follows: (1) this learning model is less successful in large classes, for example some time is lost because the teacher helps students find solutions to problems or discover theories related to student worksheets; (2) not all group members are active in this learning model; and (3) apart from that, the TTW will delay time if the teacher teaches in a class that is too large.

Some previous researches that had the result of the impact of think-talk-write the students' writing of explanation text had done by some researchers. Those results such as; (Wirda, et.al, 2017) who revealed that the average score on TTW method is 80,67 and on the conventional class score average is 68,97. Thus the implementation of TTW and conventional learning methods affected the students' ability in thinking creatively. Other research also showed that The implementation of the Think, Talk, and Write (TTW) technique led to significant improvements in students' writing abilities over the course of the cycles. Initially, challenges such as low student motivation and ineffective icebreaker activities hindered engagement and learning. However, by the third cycle, these issues were addressed, resulting in a more engaged and motivated classroom atmosphere. Students showed notable progress in their writing skills, demonstrating better understanding and

application of vocabulary, grammar, and content organization.

Moreover, Ratna and Giska (2015) revealed that based on the research the result of teaching writing descriptive text by using Think-TalkWrite strategy is effective because the result in the research score pre-test, post test control and experimental class different. Score pre-test, post test in experimental class > score of pre-test, posttest in control class, so the result shown that this research has positive influence. So, the hypothesis alternative (Ha) in this research was accepted.

The last was research conducted by (Yuyun, et.al.: 2024) in which the research results indicate that the Think Talk Write learning model has a significantly greater impact on students' ability to write announcement texts compared to conventional teaching methods. The research results indicate that the Think Talk Write learning model has a significantly greater impact on students' ability to write announcement texts compared to conventional teaching methods. The average pretest score in the experimental class using the TTW model was 56.35, and the average posttest score was 80.70. Thus, the learning outcomes in the experimental class were more successful compared to those in the control class. Finally, those were previous studies that supported the prove of think-talk-write impact for helping students' writing of explanation text.

METHOD

descriptive quantitative research. The design of this research used quasi-experimental research. The sample of the

research consisted of two classes. One class belongs to experimental class and consisted of 49 students. And another class was control class and consisted of 47 students. In this research the researcher studied about the significant impact of think-talk-write by integrating reading with writing explanation text. The significancy can bee seen from the increase of their writing score. The data collected by using written test conducted to the students after giving pre-test and treatments. After all the data collected, they analyzed using t-test to determine the mean score of data. From the comparison of mean score the researcher got the answer of research problem and proved the hypothesis. The process started with students had pre-test at the begining and had pot-test at the end of teaching and learning.

The implementation of the research divided into pre-test, treatments, and post-test. Pre-test was given to get the information about pre-condition of writing skill. In the pre-test, students were asked to read an explanation text and make a resume from it using their own language or words. Students should construct the resume of explanation text based on its generic structure that have given before in teaching learning proccess. The teacher give command to start writing without new teaching method applied. The instruction directly spoken by the teacher in convensional way. In the treatment stage, firstly, researcher devided students into small group consisted of 4-5 students for each group. The researcher explained about the topic then showed a text as the example or model of explanation text, entitled "How

seawater became salty”. Students read the text and make notes of the individual readings (think), to be brought into the discussion forum. Next, Students interact and collaborate with friends with a group to discuss the contents of the note (talk). In this activity, they use language and words themselves to convey theoretical concept of the process and reason. Discussions are expected to strengthen the interaction and produce a solution to the given problem. After that, Students construct their own knowledge and communicate their paragraph in writing (write).

For having post-test, researcher gave a new text entitled “How do fish breath.” In this step, students did the same process as like treatment. They think deeply by reading the text and make a note. They talk with their group, They had the same group as previous activity. They talked and answered oral conversation of the text, made a note, composed a new paragraph, and submitted their works.

RESULT AND DISCUSSION

The result from pre-test and post-test was in form of students’ score of writing explanation text before and after being taught using think-talk-write method. Both scores were analyzed using t-test then compared the mean score and t-table.

In this part, the researcher calculated the data to test the hypothesis that whether there was significant impact on students’ writing of explanation text in 49 experimental class which used think-talk-write (TTW) method to teach writing. And students’ writing an explanation text in controlled class without

think-talk-write method. The researcher calculated the data using t-test formula and two classes were compared.

The formula of T-test was calculated as follows:

$$\begin{aligned}t &= \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right] \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}} \\t &= \frac{92,88 - 75,47}{\sqrt{\left[\frac{3.043 + 18.374}{49 + 47 - 2}\right] \left[\frac{1}{49} + \frac{1}{47}\right]}} \\t &= \frac{17,41}{\sqrt{\left[\frac{21.417}{94}\right] [0,042]}} \\t &= \frac{17,41}{\sqrt{[228][0,042]}} \\t &= \frac{17,41}{\sqrt{9,576}} \\t &= \frac{17,41}{3,095} \\t &= 5,63\end{aligned}$$

After getting the data from 49 sample of experimental class and 47 sample from control class, the researcher got pre-test and post-test score. Based on the hypothesis that had been explained in before which was: H_a : There is significant impact of using thin-talk-write to teach writing skill. H_o : There is no significant impact of using think talk write on students ‘writing skills. The purpose of this research is to find out the significant impact of think-talk-write for students’ writing of explanation text. Several information that supports the research was attained by the researcher using *t-test* formula to analyze the data of the study that has been collected.

The result for mean score of pre-test in experimental class was 67,43. While, the result for the mean of post-test was 92,88; this post-test is given after they received the treatment. The result of the control class had mean of pre-test is 57. While, the result for mean of post-test is 75,47 with 28 as the lowest score and 95 as the highest score. The experimental class got 67,43 in pre-test while the controlled class got 57,83. It shown that

both of classes experimental and controlled class had almost similar ability in writing skill. Moreover, experimental class got 92,88 and controlled class got 75,47 in post-test. The result proved that think-talk-write significantly impacted students' writing skill on explanation text. So the degree of freedom (df) was $(49 + 47) - 2 = 94$. The critical value with df 94 in significance was 1,986. Therefore, $t_o = 5,63$ was higher than the degree of significance $5,63 \geq 1,986$. Which meant that the null hypothesis was rejected and the alternative hypothesis was accepted.

To prove the hypothesis, the data obtained from experimental and controlled class were calculated by using t -test formula with assumption as follows: Based on the descriptions of the calculation above, it could be concluded that; (1) The value of t -table in the significance was 1,986; (2) The value of t_o was 5,63; and (3) the result was $5,63 \geq 1,986$. It means that $t_{score} > t_{table}$. It means that the research question answered by there was significant impact between think-talk-write to the students' writing skill of explanation text.

CONCLUSION

The research findings and discussions in showed that there was significant impact of think-talk-write on to the students' writing skill of explanation text. The aim of this research to get empirical evidence on students' score of writing. The importance of doing this research is to prove whether the combination of the theories was relevant to the topic. It could be seen from the result that the experimental class got higher

score in pre-test than controlled class. The mean score of pre-test of the experimental class was 67,43 while the controlled class was 57,83. It means that there was a different score between the experimental class and the controlled class. Moreover, the mean score of post-test of experimental class was 92,88 and the mean score of post-test of controlled class was 75,47. It means that was difference between the score of post-test of experimental and controlled class.

So, it was concluded that think-talk-write had significant impact to the students' writing skill. It can be seen from the data which showed that the mean score of experimental class after being taught by using think-talk-write was 92,88 and it was higher than the mean score before taught using think-talk-write; it was 67,43. The data analysis showed that $t_{score} 5,63 > t_{table} 1,986$. It means that (H_o) as the null hypothesis was rejected and (H_a) as the alternative hypothesis was accepted. Therefore, TTW showed a significant impact to the students' writing skill of explanation text.

ACKNOWLEDGMENTS

In this occasion, researcher wanted to say the greatest thanks to all people who have given the biggest chance, all my students, the school, and my partners so that this research being able to be finished. Thanks for all your support and may God always give His best mercy and health. Aamiin.

REFERENCE

Anderson, M., & Anderson, K. (2003). Text Types in English 1. Australia. Macmillan. Retrieved October, 6, 2023.

- Dina, Saunir, Siti. (2018). The Grade XII Students' Ability in Writing an Explanation Text as Found at SMAN 1 Kecamatan Payakumbuh. *Journal of English Language Teaching* Volume 7 No. 1 *Journal of English Language Teaching*. ISSN 2302-3198.
- Faisal Amri, et.al.. (2023). Implementation of Word Wall as a learning Media to Improve Students' Writing skill. *International Journal of Multidisciplinary Approach Research and Science*. Volume 1 Issue 03, September 2023. Page 495-502. ISSN 2987-226X P-ISSN 2988 0076.
- Habibatul Amri dan Hamzah. (2016). The Effect of Think-Talk-Write (TTW) Strategy on Writing Descriptive Text Ability at SMA Negeri 1 X Koto Diatas. *Journal of English Language Teaching* EISSN 2302-3198. Volume 12 No. 1 p 122-130.
<http://ejournal.unp.ac.id/index.php/jelt>
- Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49.
<http://dx.doi.org/10.30659/e.9.1.32-49>
- Isjoni. (2012). Cooperative Learning, Efektifitas Pembelajaran Kelompok. Bandung: Alfabeta.
- Knapp, P & Megan W. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Ltd.
- Liunokas, Y. (2020). The ability of Indonesian EFL university students in writing an explanation text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 611-622.
- Machili, I. (2014). *Writing in the Workplace: Variation in the Writing Practices and Formality of Eight Multinational Companies in Greece*. Unpublished Doctoral Dissertation.
- Otang Kurniawan, Titik Y., & Mansur. (2018). Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill. *Journal of Teaching and Learning in elementary Education (JTLEE)* ISSN (Print): 2615-4528. Vol. 1 No. 1 February 2018.
- Prestika, A.R.A. (2023). The Effectiveness of Think-Talk-Write to Teach Writing to the Students with Different Personalities. *Pulchra Lingua: A Journal of Language Study, Literature, and Linguistics*, 2(1), 2023.
<https://doi.org/10.58989/plj.v1i2.21>
- Rahajeng Gienovita, A., Martono, A.D.R.. (2015). Improving Students' Writing skill by Using Comic Strips. *English Education Journal*, 4 (1), 1-8.
- Ratna Prasasti S. & Giska Putri. (2015). The Effectiveness Of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text. *Perspektive. Journal of English Language and Learning*, Vol. 2 No. 2, Mei 2015 ISSN : 2354-7340.
- Refnaldi. (2010). *Essay Writing: A Process Genre Based Approach*. Padang: UNP Press.
- Rizka Indahyati. (2017). Think Talk Write Strategy toward Students' Writing Ability. *Ethical Lingua. Journal of Language Teaching and Literature*. Volume 4, Number 2, August 2017 pp. 139 – 150.
<http://journal.uncp.ac.id/index.php/ethicallingua/article/view/627>
- Siti Nur A. & Elok W.. (2020). Extensive Reading to Improve Students' Writing of Explanation Text. *EduLite Journal of English Education, Literature, and Culture*. Vol. 5, No. 1, February 2020, pp. 109-117. E-ISSN: 2528-4479. P-ISSN: 2477-5304.
<http://dx.doi.org/10.30659/e.5.1.109117>
- Shoimin, A. (2014). 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: Pustaka Pelajar.
- Wirda, Deni S., Hidayat. (2007). The Effect of Think Talk Write (TTW) Learning Method on The Creative Thinking Ability of The Students at Primary School (SD No. 060856 Medan,

- Indonesia. British Journal of Education. Vol.5, No.11, pp. 12-28, October 2017. Published by European Centre for Research Training and Development UK(www.eajournals.org).
- Xueqian,Y. (2008). Thematic Progression Analysis in Teaching Explanation Writing. China: Journal of English Language Teaching. Vol.1 (1).
- Yuyus Saputra, et.al. (2024). The Influence of Think Talk Write Learning Model On Students' Writing Skills. JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, September, Vol. 8 No. 2.
<https://jurnal.unigal.ac.id/index.php/jall/index>.