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Improving the Ability of Writing Exposition Text Using the Think-Talk-Write Strategy

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Abstract: This research aims to (1) improve the quality of the learning process for writing expository texts for class X3 students at SMA Negeri 1 Kudus using the ThinkTalk-Write strategy; and (2) to improve the quality of learning outcomes for writing expository texts for class X 3 students at SMA Negeri 1 Kudus using the ThinkTalk-Write strategy. This type of research is Classroom Action Research (PTK) with qualitative descriptive techniques carried out in class X3 of SMA Negeri 1 Kudus. Research data collection uses planning, action, observation and reflection procedures. The results of this research prove that the expository text writing skills of class X3 students at SMA Negeri 1 Kudus have improved after learning to write expository texts using the Think-Talk-Write strategy. The results of the expository text writing test in cycle I showed an average score of 77.42 and in cycle II showed an average score of 84.06. From these results it can be seen that the increase in students' skills in writing expository texts from cycle I to cycle II was 6.64 points or 18.44%. Apart from improving skills, the behavior of class X3 students at SMA Negeri 1 Kudus also experienced changes in a more positive direction after learning to write expository texts using the Think-Talk-Write strategy.

Keywords: Writing, Strategy, Think-Talk-Write, Exposition

1. Introduction

The development of the 2013 curriculum requires students to have the ability to think and act productively and creatively. Minister of Education and Culture Regulation 59 of 2014 outlines that the 2013 curriculum is centered on student-centered and interactive learning patterns. The 2013 curriculum was developed by improving individual and group learning patterns while still paying attention to the development of the special potential of each student. One of them is students' ability to write various kinds of texts in learning Indonesian. In accordance with the basic competencies in Indonesian language subjects that must be mastered by high school students in class.

Writing is the process of conveying messages (ideas, thoughts, opinions, information and knowledge) in writing to other people, (Hairuddin, et al, 2007); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020). With writing skills, someone can express their thoughts or feelings in writing so that writing skills are very useful, (Cintiandini, Nahdi, & Susilo, 2019); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020). Writing is a language skill that is used to express ideas or ideas that are in the mind through written language so that other people can read and understand them, (Yunsirno, 2010); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020). Writing is a language skill that has a very important role in the world of education. Writing involves various aspects of language which include: use of punctuation and spelling, use of diction, structuring sentences, developing paragraphs, processing ideas, and developing essay models, (Ibrahim and Wahyuni, 2012); Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020). Writing can make students accustomed to composing writing in the form of words

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that form sentences, groups of sentences that form systematic, logical and effective paragraphs through exercises in writing paragraphs in essays, (Helmawati, Raja & Samhati, 2014); Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020).

Writing ability can be said to be a primary activity that is productive and creative. Even though writing is a primary activity, the process of writing activities at SMA Negeri 1 Kudus is not optimal. Based on data analysis obtained by researchers, class X3 students at SMA Negeri 1 Kudus in August 2019, it was discovered that students were less interested in writing activities. This is shown in the process of writing expository text, students have difficulty developing ideas into complete writing. Many students have difficulty writing down material or materials that will be used as writing.

So far, learning to write expository texts at SMA Negeri 1 Kudus has been carried out by teachers/researchers by freeing students to choose the topic to write about. However, this makes students unable to express ideas for writing because students' knowledge is still lacking and students' vocabulary mastery is still minimal. Even though learning to write expository texts has been carried out in a structured manner, students tend to feel bored with the learning process. And it is known that teachers/researchers still use lecture and modeling methods. Teachers/researchers still use conventional methods.

2. Structure of References

Learning is a process of activities to teach students with learning resources and a learning environment, (Darmuki et al., 2019); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020); Widianto, et. al (2019). Learning is a process of changing behavior as a result of learning, (Darmuki et al., 2017); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020). Learning success cannot be separated from the use of learning methods or strategies (Darmuki & Hidayati, 2019). The Think-Talk-Write (TTW) strategy is a strategy that is thought to improve writing abilities. Think Talk Write is a learning that begins with thinking through reading material (listening, criticizing, and alternative solutions), the results of the reading are communicated through presentations, discussions, and then making a report on the results of the presentation, (Hamdayama, 2014); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019). In Think Talk Write, action planning is carried out carefully regarding learning activities, namely through thinking, exchanging opinions, and writing down discussion results so that learning objectives can be achieved (Iru & Arihi, 2012).

Think-Talk-Write (TTW) facilitates students to practice speaking and writing Indonesian fluently. This strategy is based on the understanding that learning is a social behavior. The TTW strategy encourages students to think, talk, and then write about a certain topic. This model is used to develop writing fluently and practice language before writing it. The TTW strategy allows students to influence and manipulate ideas before expressing them in written form. This strategy also helps students collect and develop ideas through structured conversations (Huda, 2014: 218). Several previous research results, including those by Suryadi (2017), Alfianika (2017), Sianturi & Ambarita (2016) and Uliana, Dananjaya, & Primandhika (2019) showed that the Think-Talk-Write strategy was successful in improving students' writing skills.

The problems that arose in the expository text writing skills of class X3 students at SMA Negeri 1 Kudus became the basis for researchers in conducting classroom action research. This research aims to improve expository text writing skills using the Think-Talk-Write (TTW) strategy in class X3 students at SMA Negeri 1 Kudus. The Think-Talk-Write learning strategy is expected to encourage students to think and express the ideas that students have in learning to write expository texts.

3. Research Methodology

The type of research used by researchers in this research is Classroom Action Research (PTK). The focus of this research is to improve the ability to write expository texts oriented to learning settings using the Think-Talk-Write learning strategy. Kemmis and Taggart (in Arikunto 2010: 138), explain that the series of classroom action research are planning, implementing actions, observing and reflecting.

The respondents who were the research subjects were class X 3 students at SMA Negeri 1 Kudus with the problem being studied, namely the ability to write expository texts. Class determination is based on the level of existing problems according to the results of interviews with teachers conducted before the research, namely, it is still difficult for students to find ideas to develop into complete writing, students' lack of knowledge about expository texts, students' lack of mastery of vocabulary, and the majority of students in class does not meet the KKM value. The object of this research includes the learning process of writing expository texts and assessing the ability to write expository texts of class X 3 students at SMA Negeri 1 Kudus. The object of the event in the form of a process is the implementation of the learning process to write expository texts using Think-Talk-Write in class X 3 SMA Negeri 1 Kudus. The result object or research product is the score obtained by students during learning to write expository texts using the Think-Talk-Write learning strategy.

The data analysis technique used in this PTK is a qualitative descriptive analysis technique. The data analysis technique in this research is seen from process analysis and results analysis. Process analysis was taken when learning to write expository texts using the Think-Talk-Write learning strategy was implemented. Results analysis is carried out when students collect the results of writing expository texts.

4. Result and Discussion

Based on observations, the learning process has been carried out in accordance with the steps in learning planning. Preliminary activities are carried out sequentially starting from giving greetings, checking student attendance, providing motivation, conveying basic competencies and learning objectives, and conveying activity plans at the meeting. The core activities, TTW syntax applied by the teacher have been fulfilled. The teacher applies three stages of TTW sequentially, starting from the think stage through providing worksheets. The worksheets provided contain questions in the form of problems that students must solve. These questions relate to the elements and language that students must look for in the examples of expository texts that have been given previously. Students start solving problems/questions in the LKS individually first. In its implementation, in general students can search for and determine appropriate structure and language in expository text examples. Next, in the second stage, namely talk, students begin to exchange opinions and express the results of thinking that have been obtained previously in the groups that have been formed. Apart from that, at the talk stage, students discuss to determine and formulate new ideas that will be made into exposition texts and write them individually (write). The writing stage was also used as a test so that researchers knew how students were able to write expository texts.

Based on observations during the learning process, using the TTW model can develop students' thinking skills. Providing worksheets is a stimulus for students to develop their minds. This can be seen from the reactions of students who are able to answer the questions in the LKS. TTW also provides opportunities for students to actively exchange opinions with their groups in discussion activities. However, some students do not take advantage of the opportunity to play an active role. Some students in the group still seemed less confident in expressing their opinions. Apart from that, students' lack of vocabulary and knowledge of linguistic rules is also an obstacle. Some students still show a lack of understanding regarding the use of language in writing exposition texts, especially in the use of technical words according to the theme of the exposition texts they write.

Learning that has been carried out in cycle I and cycle II shows that there has been an increase in skills in writing expository texts and changes in students' learning behavior in a more positive direction after following the learning process of writing expository texts using the Think Talk Write strategy.

To determine the improvement in students' skills in writing expository texts after learning to write expository texts using the Think Talk Write strategy, a test of expository text writing skills in cycle I and cycle II was carried out. The test results in cycle I and cycle II will also be compared with the results of the initial condition test carried out by the subject teacher, to determine changes in students' skills from the initial condition to after learning to write expository texts using the Think Talk Write strategy. The results obtained were an increase in the average test score. skills in writing expository texts from cycle I and cycle II

From the results of this discussion, it can be concluded that there has been an increase in the skills of X 3 SMA Negeri 1 Kudus students in writing expository texts after learning to write expository texts by applying the Think-Talk-Write strategy.

5. Conclusion

Based on the data, analysis and discussion in the research that has been described, the researcher concluded that: (1) The Think-Talk-Write strategy is a learning strategy that requires students to be active in the process of writing expository texts. This strategy is applied in learning in three stages; The first is the thinking process, namely students are instructed to form small groups then read and make notes individually. The second stage is talk, namely interacting in a group to discuss small notes that have been discussed previously. The third stage of writing, namely the construction of the think and write stages. This strategy was implemented in two cycles in class X 3 of SMA Negeri 1 Kudus. After this strategy was implemented, in the teaching and learning process it was proven that students' skills in writing expository texts increased. (2) The skills of writing expository texts in class X 3 students at SMA Negeri 1 Kudus have improved after learning to write expository texts using the Think-Talk-Write strategy. The results of the expository text writing test in cycle I showed an average score of 77.42 and in cycle II showed an average score of 84.06. From these results it can be seen that the increase in students' skills in writing expository texts from cycle I to cycle II was 6.64 points or 18.44%. Teaching and learning outcomes apart from improving skills, the behavior of class These changes in student behavior can be proven from the results of non-test data in the form of observations, journals and interviews. Changes in student behavior can be seen clearly during learning. Based on the results of non-test data in cycle I, negative behavior was still visible during learning. In cycle II, students' negative behavior decreased and students' positive behavior increased.

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