



# Sustainability of the Implementation Think Talk Write (TTW) in Teaching Writing in Rural Area

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## Abstract

Discovering the sustainability of Think-Talk-Write (TTW) instructional strategy in enhancing students' writing proficiency through pre – experimental design (one group pre-test and posttest) was objective of this research. The population was the eleventh-grade students of SMA Negeri Tolisu where located in rural area in Celebes-Sulawesi. The sample was the students of XI A, which consisted of 18 students who selected by using a purposive sampling technique. The focuses of this research were on organization, vocabulary, grammar, mechanic and limited in descriptive text. By applying paired samples test, it was found that the Sig. 0.000 is lower than (<) 0.05. It means that the hypothesis is accepted or the TTW strategy is statistically effective in improving writing skill of students of SMA Negeri Tolisu. This research implies that the implementation of TTW strategy can be practically defended as one of strategies in teaching writing in rural areas. It builds up students' critical thinking in developing and organizing ideas, enriching vocabulary and provoking grammar knowledge.

**Keywords:** *Enhance; Grammar; Mechanic; Organization; Think Talk Write; Vocabulary*

## Introduction

As a productive skill, writing serves as a critical medium for the students to brainstorm their ideas, emotions, opinions, information, and experiences into a text. However, achieving proficiency in writing is a complex endeavor. Understanding and applying various elements such as organization, vocabulary, grammar, and mechanics are challenges for students. Lack of knowledge in one component will produce unqualified composition. Students can write and develop a composition

fluently and accurately if they have a good knowledge about the element of writing (Perdana et al., 2023). System knowledge which involves vocabulary, grammar and mechanic is one of predictors for writing quality (Rofiqoh et al., 2022). Thus, the students must understand and master the elements of writing to create a good text

In recent century with existence of technology and internet access, the students can easily find many sources and information to learn writing knowledge. In fact, this not happened for the students who live in rural areas. The limitation of internet network connectivity reduces opportunities for them to get valuable learning. Therefore, the teachers should work intensively to deliver deep understanding in teaching writing skill. They try to search a good medium, strategy and technique to help and encourage their students. In rural area, to stimulate students' understanding about how to organize ideas and write grammatically or accurately, many teachers implement Think Talk Write (TTW). Suningsih et al. (2023) who have applied this strategy confirm that the implementation of Think talks Write for leaners in rural school environment is very effective to improve the students' ability in analyzing information and developing a deep understanding of a concept.

Furthermore, Amri & Hamzah, (2023) who have conducted a research about TTW in rural area also claim that this strategy help the students to compose a high quality of text, minimize the students' error in grammar, enrich the students' vocabulary and develop students ability in providing content. Therefore, referring to these finding, the researchers were interested in conducting a research to solve the students' problem in SMA Negeri Tolisu as one of school who located in rural area. The students frequently encountered difficulties in organizing their ideas in a unity and coherent. They also struggled with various aspects of writing, particularly in generating ideas and translating them into grammatical text. Other factors were also indicated as causes namely lack of vocabulary and grammar knowledge.

Think talk write is a cooperative learning mode which enhances the students either in small or large group to think critically their ideas, share and communicate them and then write them into a paper. It involves high cognitive process in acquiring knowledge. Think talk write is a bright strategy to improve students' writing skill and mathematical understanding because it provokes students to rigorously construct, share and summarize their ideas into meaningful understanding (Sadiyah & Ridlo, 2019). Think talk write makes students comfortable and brave to suggest their ideas, allows them to think and active in learning process and also gives changes for them to share and interact with their classmate to write the result of their discussion into a good composition (Hasibuan et al., 2018). Think talk write expands students-students, students-teachers to think and communicate ideas critically and creatively, and then collaboratively

consider meaningful understanding (Suwarto, M., et al., 2021). To organize ideas into a good and grammatical text, a writer needs a critical thinking, enjoyable atmosphere, and collaborative work. Thus, think talk write seems effective to stimulate the students to do it.

**Method**

The research design used pre-experimental, one-group pretest and posttest. The population of this research was taken from eleventh-grade students of SMA Negeri Tolisu and the sample was 18 students of XI A which purposively selected. The instrument used was a test. It consists of a pretest and a posttest about writing descriptive text. The pretest was given before treatment, and the posttest was given after treatment. The aspects of the students writing were limited on organization, vocabulary, grammar and mechanic. For scoring each aspect of the students' writing, the researchers implemented rubric as follow:

Table 1. Scoring rubric of students' writing

Criteria	Scores	Category	Description
Organization	4	Very good	If the ideas and messages of the text are completely or systematically, spatially organized and they are united using correct conjunction and sentence transition.
	3	Good	If the ideas and messages of the text are written systematically, orderly, spatially, and they use appropriate conjunction and sentence transition.
	2	Poor	If the ideas and message of the text are written systematically, use some conjunction and sentence transition present.
	1	Very poor	If the ideas and messages of the text are not organized systematically and spatially. Do not use conjunction and sentence transition.
Grammar	4	Very good	All the sentence are written grammatically
	3	Good	Two sentences are written ungrammatically
	2	Poor	Three or four sentences are written

			ungrammatically.
Vocabulary	1	Very poor	Five or more sentences are written ungrammatically
	4	Very good	The texts use noun, adjectives and verbs.
	3	Good	The texts apply only adjective or adverbs.
	2	Poor	Some word choice is appropriately used.
	1	Very poor	Only a few words choice are correct.
Mechanics	4	Very good	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Poor	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding
	1	Very poor	Error in spelling, punctuation and capitalization and severely interfere with understanding

Then, the result was statistically calculated by using software SPSS 25

## Results

The result of pre-test and posttest of the students are presented in five tables. This is done to statistically analyze the effectiveness or the persistence of the Implementation of Think Talk Write (TTW) in improving students' writing skills. The result can be shown as follow:

Table 2. Pre-test and Post Test' Mean Score

	N	Minimum	Maximum	Sum	Mean
Pre-Test	18	31	69	740	41.11
Post-Test	18	56	94	1247	69.28
Valid N (listwise)	18				

Table 2 portrays that the mean score of pre-tests is lower than the post-test. It indicates that the implementation of TTW successfully improve students' system knowledge in writing. Furthermore, to categorize the majority level of students in pre-test and post-test, the researchers figure out in table 3 and 4

Table 3. The percentage of students' level in Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	16.7	16.7	16.7
	Very Poor	15	83.3	83.3	100.0
	Total	18	100.0	100.0	

This table describes that most of the students were in very poor level. It means that the writing skill of the students were still categorized low in pre-test

Table 4. The percentage of students' level in Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	2	11.1	11.1	11.1
	Good	4	22.2	22.2	33.3
	Poor	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

On the other hand, in post-test, most of the students are in poor, but there are some students categorized in good and very good. It means that there is an improvement of students' skill in writing. Then after knowing this information, next the researchers did test of normality to know the normal distribution of the sample. The result is presented as follow:

Table 5. Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.283	18	.001	.832	18	.004
Post-Test	.215	18	.027	.904	18	.069

a. Lilliefors Significance Correction

Based on the table 5, it can be interpreted that the pre-test and post-test significance values are more significant than 0.05. It indicates that that the data come from a sample with a normal distribution. Then, the researchers examined paired sample test and the result is provided as follow:

Table 6. Paired Samples Test

Pair	Pre-Test	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
1	Post-Test	28.16	10.280	2.423	-33.279	-23.055	11.62	17	.000
								7	5

Based on the results of the Paired Sample T-Test, the Sig. (2-tailed) is 0.000. By the decision-making rules in the Paired Sample T-Test, if the Sig. (2-tailed) is less than 0.05, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected. Thus, it can be indicated that there is a significant difference between the average pretest and post-test results because the Sig. 0.000 < 0.05 or it reports that TTW brings an impact toward students' writing skills.

## Discussion

The implementation Think Talk Write (TTW) strategy in writing descriptive text is the focus of this research. After analyzing the pretest' result, the researchers showed that the most difficulties of then students in writing descriptive test students is generate their ideas structurally and completely. They can relate their previous and next ideas. However, after implementing TTW, the students show their progress. They are inferred easy to connect their ideas because the "think" stage in this strategy meditates students to plan and arrange their ideas before writing. On the other hand, in "talk" stage, the students can support each other to collaborate their ideas. Working with group mates and support of the teacher in TTW strategy, the students are easy to think a concept or ideas and organized it well into a good text (Hasibuan et al., 2018). In TTW, the students learn in a group with different ability and it makes them easy to lay out their ideas (Suminar & Putri, 2018). Thus, this strategy supports them to develop a clear and structurally framework or strengthen the organization of their writing.

In addition, the result also shows that it effectively boosts students' skill in choosing word. When students are asked to think before writing, they have opportunities to consider the appropriate words. This process allows them to access new vocabulary to express their ideas. This strategy also helps them remember vocabulary and understand how and why words are used in certain contexts. TTW facilitates the students to remember many words not only the

meaning of words but also the use in fun way (Amalia, 2019). Vocabulary knowledge positively contributes to the students in improving their writing quality (Rofiqoh et al., 2022). In addition, with process of thinking, they also have opportunities to discuss and share with their classmates about the words that they will use in their composition. Furthermore, Think-talk-write process encourages students to think critically about the material they are studying. TTW is effective strategy to stimulate the students to think critically (Suningsih et al., 2023). Thus, Students gradually expand and enrich their active vocabulary.

Furthermore, TTW strategy enhances students' grammar and mechanic knowledge because doing discussion with the teacher and peers, students can clarify and obtain input to revise their error in grammar such the tense, subject-verb agreement and spelling of the word. TTW upgrades the students to diminish their error in grammar (Amri & Hamzah, 2023). Therefore, when students write their ideas, they directly consistent apply the mechanics skills they have learned and they have friends to correct their grammar mistake.

## Conclusion

After conducting and analyzing the data, the researchers found that the Sig. 0.000 is lower than ( $<$ ) 0.05. It means that the hypothesis is accepted or TTW strategy is statistically effective in improving writing descriptive text of students of SMA Negeri Tolisu. It can be concluded that Thin Talk Write can be sustained as a good writing strategy for students in rural area.

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