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An Investigation of Using Think Talk Write Strategy to Enhance Writing Procedure Text

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Abstract:
This study aims to investigate the effect of using the Think Talk Write Strategy on the writing procedure text capability of eleventh-grade students at vocational SMK GKPI 1 Pematangsiantar. This research used a quasi-experimental research design. The population of this study was the eleventh-grade students of vocational SMK GKPI 1 Pematangsiantar, and the total number of students was 216. The sample of this study was divided into two classes: the experimental class was (XI KW), consisting of 27 students who used the Think Talk Write strategy, and the control class (XI TJTL) was composed of 27 students who only used the cturing strategy. The data collection instruments used writing tests for the pre-test and post-test. Brown's writing assessment rubric was used in this research, and it included content, organization, grammar, vocabulary, and mechanics. SPSS 26 Version was used to analyze the data by conducting descriptive analysis, normality test, Wilcoxon test, homogeneity test, and Mann-Whitney test. The data analysis using the Mann-Whitney test showed that the Assymp. Sig (2-tailed) value of 0.007< 0.05. Based on these findings, Ha is accepted, and Ho is rejected. Therefore, it can be concluded that The ink Talk Write Strategy significantly affected the writing procedure text capability of the eleventh-grade students at vocational SMK GKPI I Pematangsiantar.

Key words*:* Procedure Text; Think_Talk_Write; Writing.

Introduction

Independence curriculum requires competences of critical thinking, communication, collaboration and creativity and innovation both from the teachers and the students (Damayanti et al., 2023); (Irawati, Najili, Supiana, & Zaqiah, 2022); (Jojor & Sihotang, 2022). Teachers with their competences have more opportunities to show students every topic of the lesson as close as possible to the eyes of experiences by using interesting teaching methods as High Order Thinking skills (HOTS), Think, Pair, Share, and Problem Based Learning (Sagala & Andriani, 2019); (Tasrif, 2022); (Kaur, Singh, & Marappan, 2020). Then the class interaction brings enthusiast, objectivity, autonomous learning, collaboration and innovation (Ginting & Kuswandono, 2020); (Venkatraman, Benli, Wei, & Wahr, 2022); (Mubarok, Suprapto, & Adam, 2019). And as the national curriculum program, this was to be the highest priority school program that the vocational SMK GKPI 1 Pematangsiantar strived to apply kinds of independence curriculum teaching methods in their teaching interactional (Chang, Kao, & Hwang, 2020); (Ismail, Maasum, & Ahmad, 2022); (Zhou, 2022). The teachers and students were programmed as a team to understand and to achieve the goal of independence curriculum for each of their lesson.

Based on observation data at SMK GKPI 1 on Jalan General D. I. Panjaitan Number 47 NH, Pematangsiantar, North Sumatera, in 2023/2024 academic year, the school started applying the independence curriculum. As one of private vocational high schools in the city that had English lesson in their curriculum, the team from English Department observed English writing competences of the students (Wihastyanang, Hentasmaka, & Anjarwati, 2015); (Ismail et al., 2022). The sample of this study was divided into two classes as, the experimental class was (XI KW) consisting of 27 students who used *Think Talk Write* strategy and the control class (XI TJTL) consisting of 27 students that only used lecturing strategy (Mubarok et al., 2019); (Saepuzaman, Retnawati, Istiyono, & Haryanto, 2021). The observation conducted in the classes from October 10, 2023 to January 22, 2024. Researchers observed that the students still had difficulties in writing English text. The problems were in difficulties of the social function of text, the generic structure of text, vocabulary and technics. This could be seen from the results of their mid-term exams, most of which were having low grades under the minimum standard of learning completeness 75.

In one of the classes at grade Eleventh in SMK GKPI 1 Pematangsiantar, it showed that there was a higher percentage of students whose scores were below the minimum completeness criteria (75) as much as 53%. Then the students were still confused on writing a sentence, composing a paragraph and having no interesting to study English. To solve the problem, the researchers applied *Think-Talk-Write* strategy. This strategy is classified as cooperative learning that is one of the teaching models recommend in Independence curriculum. This strategy designed to simplify the teaching and learning process. Students were given the opportunity to connect with their groups and developed active and efficient learning. It assisted the students in improving their writing abilities, based to expectations.

Literature Review

Many students cannot develop their ideas orally, but can express their ideas through writing. In writing, several ideas are formed in sentences that are well structured and related to each other so that the information can be received. According to Siahaan and Sinaga (2020: 4); (Umedilloevna, 2023); (Mendoza, Lindblom-Ylänne, Lehtonen, & Hyytinen, 2023) state that writing is a medium for presenting ideas, skills, stories, problems and solutions in a simple form that can be used by readers. Students need to have a clear purpose in writing and organizing their ideas. Writing is one of the skills that students must learn. Writing is very meaningful for students because it requires them to transfer their thoughts into written. Writing is a way of expressing thoughts, feelings and perceptions into words through the process of thinking (gathering ideas), compiling (writing) and revising (redrafting)" This process focuses on the working of the mind and language skills in expressing one's thoughts or ideas and feelings in written form. And also, writing skills are skills that help writers put their thoughts into words in a meaningful form and connect mentally with the message. The purpose of writing is to express ideas, convey messages to readers, so the ideas themselves must be seen as the most important aspect of writing. This means that when a writer carries out writing activities they must have several goals. It is important for writers to think about their reasons for writing as this not only influences the type of text they want to write but also the language they use and the information they include (Graham & Alves, 2021). Including the information they select and the vocabulary they use.

Components of Writing and Genre

There are five components in writing, Brown as cited by (Napitupulu et al., 2023); (Gultom, Siahaan, Maria, & Manihuruk, 2022) as: content, organization, vocabulary, structure, and mechanics. Writing is a

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process of transforming thoughts and ideas into written form. According to Siahaan & Sinaga (2020: 1-2) there are twelve types of genre of text. They are recount, narrative, descriptive, explanation, news story, procedure, anecdote, spoof, report, analytical exposition, discussion, hortatory exposition. Language has language features and generic structure.

Research Methodology

This research conducting by using quantitative research (Quasi Experimental Research). "Quantitative research is a deductive approach, research on relationships or cause and effect, large samples, used numbers in presenting data and analysis used statistical tests". Quantitative research uses methods with a quasi-experimental design. Quasi-experimental design is a conclusive method because the researcher gave different treatments to the samples and then compares the effects that occur on the samples (Graham & Alves, 2021); (Connolly, n.d.); (Froehlich, Van Waes, & Schäfer, 2020). Researchers used a pretest-posttest design to determine the effect of the Think Talk Write strategy on students' ability to wrote procedure text (Language, 2016); (Khan, Javaid, & Farooq, 2015); (Mendoza et al., 2023). Researchers will prepare two groups; namely the control group and the experimental group. The experimental group will teach used the *Think-Talk-Write-Strategy*, while the control group did not use the *Think-Talk-Write-Strategy* (Teacher explanation). Both groups had a pre-test and post-test with the same material and tests.

Data Analysis

In this research, each test was calculated using the theory of assessment of writing by Brown, which had a content aspect with a score range 1-4 and an assessment weight multiplied by 3, organization with a score range 1-4 and a weight multiplied by 2, grammar with a score range 1-4 and the weight multiplied by 2, vocabulary with the score range 1-4 and the weight multiplied by 1.5 and mechanics with the value range 1-4 and the weight multiplied by 1.5. The number of students scores for each test was divided by 40 and 100, so that, it had a minimum value 0 and a maximum of 100.

The pre-test and post-test of each sample (experimental class and control class) were collected for this quantitative research after which data analysis was required. Researchers collected students' writing test findings on procedure texts using quasi-experimental research methodology, which was calculated using writing assessment criteria. The findings of student writing test assessments on procedural texts from the experimental class and control class were presented in this chapter. This assessment is carried out before and after treatment.

Table.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	27	37	79	59.63	11.787
Postest Experimental	27	75	91	82.63	4.659
Pre-test Control	27	34	79	60.96	12.380
Post-test Control	27	55	91	77.59	7.702
Valid N (list wise)	27				

From the table above it could be seen:

a. There were 27 students in each class, denoted by the letter N.
b. The experimental class pre-test scores ranged from 37 to 79, with an average of 59.63 and a standard deviation of 11.787. While the lowest post-test value of the control class was 75 and the highest value was 91, with an average value of 82.63 and a standard deviation of 4.659.
c. The control class pre-test had a minimum value of 34 and a maximum value of 79. The standard deviation was 12.380, while the mean was 60.96. the experimental class post-test had a minimum value of 55, a maximum value of 91, an average of 77.59, and a standard deviation of 7.702.

Normality Test

Normal data was required when performing paired-sample t-tests and independent-sample t-tests in parametric statistics analysis. The significance level is 0.05. The difference between using the two tests is in the number of samples used. If the number of samples is less than 50, Shapiro-Wilk is more appropriate to use in the normality test, but if the number of samples is more than 50, use Kolmogorov-Smirnov so that the results are more accurate.

Table.2 Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experimental	.152	27	.108	.929	27	.067
Posttest Experimental	.187	27	.016	.916	27	.032
Pretest Control	.138	27	.200*	.944	27	.155
Posttest Control	.146	27	.145	.942	27	.140
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Statistics, df and sig, for the Shapiro-Wilk and Kolmogorov-Smirnov tests can be seen in the table above. If the significant value (Sig) in the Kolmogrov-Smirnov Test and Shapiro-Wilk test is greater than 0.05, then the research data is considered normal. The data in this study are more than 50 data, so the focus is on the significant value (Sig.) in Kolmogrov-Smimov test. The results of the normality test above can be seen:

a. The Experimental pre-test value on the Kolmogrov-Smirnov test <0.05.
b. The Experimental post-test value on Shapiro-Wilk test <0.05.
c. The significant value (Sig) in Kolmogrov-Smirnov and Shapiro-Wilk tests is less than 0.05, so it can be concluded that data are not normal and the Wilcoxon and Mann-Whitney tests are performed.

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d. The Experimental pre-test value on the Kolmogrov-Smirnov test <0.05.
e. The Experimental post-test value on Shapiro-Wilk test <0.05.
f. The significant value (Sig) in Kolmogrov-Smirnov and Shapiro-Wilk tests is less than 0.05, so it can be concluded that data are not normal and the Wilcoxon and Mann-Whitney tests are performed.

Table 3. Ranks

		N	Mean Rank	Sum of Ranks
Posttest-Experimental Pretest-Experimental	Negative Ranks	0[a]	.00	.00
	Positive Ranks	27[b]	14.00	378.00
	Ties	0[c]		
	Total	27		
Post-test Control Pre-test Control	Negative Ranks	0[d]	.00	.00
	Positive Ranks	27[e]	14.00	378.00
	Ties	0[f]		
	Total	27		

Table 4. Test Statistics

	Post-test Experimental Pre-test Experimental	Post-test Control Pre-test Control
Z	-4.543[b]	-4.542[b]
Asymp. Sig. (2-tailed)	.000	.000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

There is a difference in the mean and effect of therapy when the probability value of Asym Sig is no difference in the mean effect therapy. If the probability value of Asymp. Sig (2-tailed), as shown in the table above, is 0.000 or 0.05. The treatment given to the experimental group has an effect, it can be concluded.

Table.5 Test of Homogeneity of Variance

		Levine Statistic	df1	df2	Sig.
	Based on Mean	3.964	1	52	.052

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Students Learning Outcomes	Based on Median	3.189	1	52	.080
	Based on Median and with adjusted df	3.189	1	41.293	.081
	Based on trimmed mean	3.759	1	52	.058

Table 6. Ranks

	Class	N	Mean Rank	Sum of Ranks
Students Learning Outcomes	Post-test Experimental	27	33.26	898.00
	Post-test Control	27	21.74	587.00
	Total	54		

Table 7. Test Statistics

	Post-Test
Mann-Whitney U	209.000
Wilcoxon W	587.000
Z	-2.712
Asymp. Sig. (2-tailed)	.007

The calculating of valid data to answer the hypothesis that there is a significant effect of the treatment can be seen in the Asymp. Sig. (2-tailed) = 0.007, which is less than 0.05. This indicates a statistically significant effect of the treatment used. On paired sample t-test or Mann-Whitney < 0.05 then Ha is accepted for the test condition. From the table above, it can be shown that Ha is accepted if the Asymp. Sig (2-tailed) = 0.007 < 0.05. The research finds finding to answer research problem, "Is there any significant effect of using *Think-Talk-Write-Strategy* to the Students' Ability in Writing Procedure Text of Eleventh Grade at SMK GKPI 1 Pematangsiantar?". In the data analysis, it if found that the Asymp value. Sig. (2-tailed) on the Mann-Whithey test is 0.007< 0.05. it could be conducted there is significant effect of using *Think-Talk-Write-Strategy* to the students' ability in writing procedure text of Eleventh grade at SMK GKPI 1 Pematangsiantar.

Result

After carrying out the data analysis process, the result of the research is:

1. In the data analysis, it was found that the Asymp value. Sig. (2-tailed) on the Mann-Whithey test was 0.007< 0.05. it could be conducted that there was significant effect of using *Think-Talk-Write-*

Strategy to the students' ability in writing procedure text of Eleventh grade at SMK GKPI 1 Pematangsiantar.

2. Through the data analysis it was found that there were several effects that occurred in the samples that used and did not use *Think-Talk-Write-Strategy* to the students' ability in writing procedure text. In the Experimental class, the average score of the pre-test 59.63 and the post test was 82.63 and no students experienced a decrease in grades (negative rank) per static score (ties). In the control class that did not use *Think-Talk-Write-Strategy*, the average score of pre-tests was 60.96 and the post-test was 77.59. The mean rank on learning outcomes (post-test) in the experimental class was 33.26 with a sum of ranks of 898.0, while in the control class the mean rank on learning outcomes (post-test) is 21.74 with a sum of ranks of 587.00. According to the aforementioned data, it can be concluded that using *Think-Talk-Write* as strategy had more significant impact to the experimental class than the control class.

Discsussion

The researcher found that *Think-Talk-Write-Strategy* significantly affected the students' ability in procedure text. The result and data of the experimental as well as control class showed that using *Think-Talk-Write-Strategy* increased students' writing ability. By utilizing quantitative methods, a quasi-experimental research design and data analysis in this research, the hypothesis testing was allowed for the conclusion to be drawn that students who were taught procedure text using *Think-Talk-Write-Strategy* writing outperformed those who were taught only using teacher explanation. The mean rank in learning outcomes in experimental class that used *Think-Talk-Write-Strategy* (33.26) with a sum of ranks (898.00) was higher than using teacher explanation (21.74) with a sum ranks of (587.00).

The final statistic test data on Mann-Whitney was a benchmark for the presence of a significant effect on the *Think-Talk-Write-Strategy* treatment to the students' ability to write procedure text. For the test criteria, H_a is accepted if the output of Asymp. Sig. (2-tailed) in Mann Whitney test < 0.05 and H_a is rejected if the output of Asymp. Sig. (2-tailed) in Mann Whitney test < 0.05. From the test statistics in Mann Whitney test, the result of the Asymp. Sig. (2-tailed) was 0.007< 0.05 then H_a was accepted and H_o was rejected. The result of this research is same with the previous researchers that conducted by Dewi Kesuma Nasution (2023), Etek Sri Belangi (2019), Asvini (2020), Novita Sari (2017), Risky Indahyanti (2017), where in their researches, they concluded that *Think-Talk-Write-Strategy* significantly affects the students' ability in writing procedure text. This proves that *Think-Talk-Write-Strategy* significantly affects the students' ability in writing procedure text at SMK GKPI 1 Pematangsiantar.

Conclussions

The use of *Think-Talk-Write-Strategy* is effective in improving students' ability to write procedure texts. This is evidenced by the students' scores in experimental class higher that the control class scores and in the Mann Whithey test, the Assymp. Sig (2tailed) is 0.007< 0.05, then H_a is accepted and H_o is rejected. Based on the result of the study and supported by several previous studies, it can be concluded that the use of *Think-Talk-Write-Strategy* as a strategy is very effective in improving students' ability in writing Procedure Text of Eleventh Grade at SMK GKPI 1 Pematangsiantar.

Using Strategy can also help teachers and students. For teachers, strategy can help explain the material to students easily. For students the strategy helps students understand what the teacher is explaining. The use of *Think-Talk-Write-Strategy* and teacher explanation for teaching students to write procedure texts has the effect, but the use Think Talk Write as strategy proven to be more efficient. (Purba & Girsang, 2021); (Indahyanti, 2017); (Anggraeni & Apsari, 2021).

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