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Daftar Isi

THINK TALK WRITE IMPLEMENTATION
IN WRITING PERSONAL EXPERIENCE

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Abstrak : Artikel ini merupakan produk dari Penelitian Tindakan Kelas (PTK) yang dilakukan oleh peneliti untuk meningkatkan proses belajar mengajar dan kualitas tulisan mahasiswa dalam menulis pengalaman pribadi. Peneliti menggunakan strategi *Think-Talk-Write* (TTW) dalam penelitiannya. Berdasarkan hasil penelitian ini, peneliti sukses tidak hanya dalam meningkatkan proses belajar mengajar tetapi juga meningkatkan kualitas hasil tulisan mahasiswa dalam menulis pengalaman pribadi.

Kata Kunci: TTW, writing personal experience

Abstract : This article is the report of Classroom Action Research (CAR) conducted by the researcher in improving the teaching and learning process and the quality of the students' written product in writing personal experience. In the research, the researcher aplied Think-Talk-Write (TTW) strategy. Based on the result of the research, the researcher succeeds not only in improving the teaching and learning process but also in improving the quality of the students' written product in writing personal experience.

Key Words : TTW, writing personal experience

INTRODUCTION

In English Department of STKIP PGRI Blitar, the first year students are demanded to be able to write paragraph to inform by organizing or reorganizing events in the form of narrative, report, news, and instruction. The student is expected to be able to organize and reorganize visual images, facts, mental states, and ideas, in the form of description. The first year students regard that this goal is not an easy one to achieve, especially in form of the personal experience paragraph. It is reflected from the result of the researcher's interview with the students. 75% of the interviewees claimed that the goal in learning writing in form of personal experience paragraph is not an easy task to reach. The first reason is that they are not used to make personal experience paragraph applying the correct structure. Thus, their writing tends to be unstructured and confusing. The second reason is that the students still need to discuss with their peers in accomplishing the writing task. They usually share their ideas and ask their friends in organizing their ideas into the correct structure. They still cannot be independent in doing the task. They do not have enough confidence with their own writing product without discussing it with their peers. As a consequence,

out of 12 students, only 6 of them fulfill the standard passing score of 85. It implies that only 50% of them pass the minimum score.

In order to overcome the problems, the researcher attempted to find out an appropriate method or strategy that could be applied. Out of many methods and strategies, the researcher considered that TTW would be the most suitable strategy to overcome the students' problems. TTW stands for think talk write. TTW was firstly presented by Huinker and Laughlin in 1996 and this strategy has three steps; namely thinking, speaking, and writing. In thinking step, the students read a text in form of a paragraph given by the researcher and built their understanding about the material, personal experience, they would be studying. They also formulated the structure of personal experience paragraph. In speaking step, the students discuss the result of their understanding with their peers. They can share what they have already understood about personal experience paragraph. They also can brainstorm ideas that can be used in making their own personal experience paragraph with their peers. In the last step, writing, the students report the knowledge that they obtained in the first and second steps in form of their own personal experience paragraph.

Upon finding the appropriate strategy, the researcher finally detemined to conduct a classroom action research. The purpose of this CAR is to improve the teaching and learning process as well as the quality of the students' writing product in writing personal experience paragraph. The second semester students at academic year 2014/2015 of English Department in STKIP PGRI Blitar became the subject of the research.

PERSONAL EXPERIENCE

Narrative paragraph is a paragraph that tells about a story, aiming at entertaining or amusing the readers. The story can be a factual or a fictional one. The story must be in a good order. The order used in narrative paragraph is called as time order or chronological order (Oshima and Hogue, 2007:24). There are many forms of narrative writing paragraph. One of them is personal experience paragraph. A personal experience paragraph is a based on true story experienced or told by the writer. Personal experience paragraph is organized in time or chronological order. Time order means that the story must be clear. The first event happens first; the second event happens next; and the last event happens last. The text entitled Earthquake below is the example of personal experience paragraph.

An unforgettable experience in my life was a magnitude 6.9 earthquake. I was at home with my older sister and younger brother. Suddenly, our apartment started shaking. At first, none of us realized what was happening.

Then my sister yelled, "Earthquake! Get under something!" I half rolled and half crawled across the room to get under the dining table. My sister also yelled at my little brother to get under the desk. Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. The earthquake lasted less than a minute, but it seemed like a year to us. At last, the shaking stopped. For a minute or two, we were too scared to move. Then we tried to call our parents at work, but even our cell phone didn't work. Next, we checked the apartment for damage. We felt very lucky, for nothing was broken except a few dishes. However, our first earthquake was an experience that none of us will ever forget. Taken from Oshima and Hogue (2007:24).

The structure or organization of a personal experience paragraph is divided into three parts; the beginning, the middle, and the end. In the beginning, there is a topic sentence that leads the reader to the events happened in the story. It is usually placed in the first sentence of the paragraph. The topic sentence is followed by the beginning story that sets up the story (who, when, where, what). In the middle part, the writer writes the events in time or chronological order. This part is usually where the main story or the problem occurres. The last part is the end. In the ending part, the writer gives the final action or result; or if there is a problem in the middle part, the solution is presented here.

METHOD

The method used in the research is classroom action research (CAR). The researcher believes that CAR will help him to overcome the problem occurred in his class (Kunandar, 2008: 41). In conducting this research, the researcher asks one of his colleagues to help him to be the observer. The observer is also the lecturer of writing subject in his department. The CAR model used in this research is the model from Kemmis and Taggart theory. There are 4 steps of doing CAR based on the theory; namely: plan, implementation, observation, and reflection.

The subject of the research is the second semester students at academic year 2014/2015 of English Department in STKIP PGRI Blitar. He uses the A class as the subject. The members of the class are twelve (12) students; three (3) males and nine (9) females. The instruments used by the researcher in conducting the research include the interview sheet, the students' writing, and the observation sheets (both for the lecturer's and the students' activities). The interview sheet is used to find out the problem faced by the students during the teaching and learning process. The students' writing is used to find out the students' achievement in learning writing personal experience paragraph. And the observation sheets are used to observe the process of the teaching and learning. There are two kinds of observation sheets; one to observe the lecturer's activities,

and another to observe the students' activities. By using those instruments, the researcher can decide whether the cycle was successful or not.

Besides preparing the instruments, the researcher also sets the success criteria for the research. The criteria are the research is assumed to be successful if 75% of the students got score more than 85 and all of the students can follow the teaching and learning process well (can follow all of instructions in the teaching and learning process).

This research was done in March 2015; using two cycles of CAR. There were two meetings in each cycle.

FINDINGS AND DISCUSSION

Finding

Finding that there was something wrong with the students' writing quality, the first thing done by the researcher in the research was that he sought to identify the core problems faced by the students. He then interviewed the students regarding the problems they faced. The result of the interview showed that 75% of the interviewees claimed that the goal in learning making personal experience paragraph was not easy to achieve. It was because they were not used to write about their personal experience paragraph in a good order, in a good structure. Moreover, the researcher witnessed that most of the students still needed to have discussion with their friends in accomplishing the task.

After knowing the students' basic problems, the researcher then prepared to make a plan to improve the process of teaching and learning in writing personal experience paragraph and the students' achievement in writing personal experience paragraph. The researcher was determined to use Think Talk Write as the strategy to be applied. He also prepared the instruments to conduct the research. He made the interview sheet, the students' writing, the observation sheets for the lecturer, and the observation sheets for students' activities. The research was conducted in two meetings.

After he had been ready to conduct the research, the researcher then implemented the plan that he had already made. In the first meeting, the researcher explained to the students the goal of the teaching and learning process. After that, he gave the students a paragraph about personal experience. He asked the students to analyze the structure of the paragraph by answering the guiding questions (Think). Finishing analyzing and answering all the guiding questions, the students then asked to discuss their answers with their peer (Talk). In the end of the first meeting, the researcher conducted a class discussion discussed the structure of the personal experience paragraph that had already done by the students. While the teaching and learning process was going, the observer that had

been asked by the researcher did her job to observe the activities both of the researcher and the students.

In the second meeting, the students were asked to make a personal experience paragraph based on the knowledge they had already got in the previous meeting (Write). Using the knowledge, the students made a personal experience paragraph. While the students were finishing their task, the observer also did her job to observe the activities. In the end of the meeting, the students were asked to submit their personal experience paragraphs.

After the researcher had implemented the strategy in two meetings, he came to the reflection part. In reflection step, the researcher analyzed whether the teaching and learning process was successful or not. He analyzed the instruments. Based on the note from the observer; the researcher found that the process of teaching and learning personal experience paragraph using Think Talk Write was not too smooth. The achievement of the students itself was not too satisfying. From 12 students, only 8 students who scored more than 85. It meant that only 67% of the students who got score more than 85. Based on the result of the analysis, the researcher concluded that he had to conduct the second cycle.

In the second cycle the researcher started by revising the first lesson plan. He made revisions based on the note from the observer. He optimized the teaching and learning process so that the students' achievement would increase as compared to the first cycle. After preparing all the instruments he needed, the researcher conducted the second cycle.

The first meeting in the second cycle started by the researcher explaining to the students about the goal of the teaching and learning process. After all the students had understood the goal, the researcher then gave another paragraph of personal experience to the students. The students were asked to analyze the structure of personal experience paragraph through the guiding questions (Think). Finishing this step, the researcher led the class discussion directly. They discussed about the result of the students' analysis. By doing so, the researcher could directly know how well the students had already understood about the structure of personal experience paragraph. At the end of the fist meeting in cycle two, the students were asked to have discussion with their peer about the idea that they would used to make their own personal experience paragraph in the next meeting (Talk). By doing so, the students could do brainstorming and compose their own writing better. While the process of teaching and learning was going on, the observer observed the activities both of the researcher and the students.

In the second meeting of the second cycle, the students were directly asked to

compose their own personal experience paragraph (Write). This time, the students were easier in accomplishing the task. The task was done faster by the students.

After implementing the lesson plan, the researcher did reflection. In the reflection step of the second cycle, the researcher concluded that the cycle was successful. It could be seen from the note from the observer and the students' achievement in the end of second cycle. The students' achievement was satisfying. Out of 12 students, 11 students got score more than 85. It meant that 92% of the students scored more than 85.

Discussion

The success criteria of the research were clear. The research is said to be successful if 75% of the students scored more than 85 and all of the students could follow the teaching and learning process well (could follow all of the instructions in process). From those criteria, there were two points that determined the success of the research; the teaching and learning process that could be seen from the observation sheet filled by the observer during the process, and the students' achievement that could be seen from the students' score in writing personal experience paragraph in the end of the cycle.

From the observation sheet, the researcher could analyze both the activities of the researcher and the students during the teaching and learning process. In the first meeting of the first cycle, the observer gave note that the process did not run smoothly. In the Talk step, the students made much noise in discussing time. Their talk was not only focused on the task given by the researcher. They also discussed about another task from another subject. This caused the discussion did not run well. When it was the time for the process of class discussion, the students mostly could follow it better than the peer discussion. In the second meeting of the first cycle (Write), the observer noticed that most of the students still felt confused of what they should write. They still felt unsure about their story, whether it had already been in chronological order or not. This process made the students took a long time in accomplishing the task from the researcher.

This unsmooth teaching and learning process influenced the students' achievement. The students' achievement was not satisfying. Out of 12 students, only 8 students who scored more than 85. This implied that only 68% of the students who scored more than 85.

Realizing the result of the first cycle, the researcher revised the lesson plan to optimize the teaching and learning process. This step was proven to be efective, reflected by the observer notes in the second cycle. After revising the lesson plan, the researcher then continued the research to the second cycle. In the first meeting of the second cycle, the teaching and learning

process could run smoothly. The researcher directly led the class discussion. It made the students focus only in the teaching and learning process of writing personal experience paragraph. They did not have time to discuss another subject in the process. In the end of the first meeting in the second cycle, the researcher gave time for the students to discuss about their idea that would be used in making personal experience paragraph. The students shared their ideas to their peers. They also tested their ideas whether their ideas had been in a good chronological order or not. This step was proved effective because by doing so, the students felt confident in writing their idea. They believed that, after sharing and testing their idea with their peer, their idea was in a good order. The result of the previous step was good. In the second meeting of the second cycle, the students could make better personal experience paragraph. They did it confidently.

Because the teaching and learning process was smooth, the students' achievement was also improved. In the second cycle, out of 12 students, 11 students scored more than 85. Thid indicated that 92% of the students scored more than 85. This result was satisfying.

The figure below shows the progress of the students' achievement in personal experience paragraph using Think Talk Write.

Figure 1 : The Students' Achievement
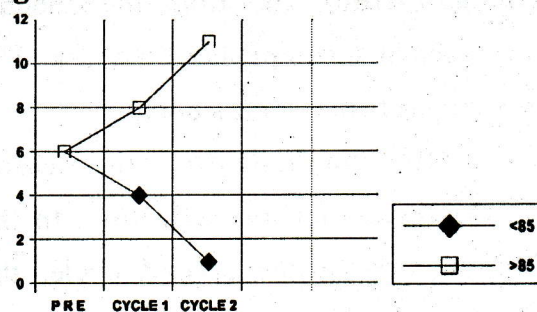
Based on the figure, it could be seen that only 50% of the students who passed the minimum score in pre-cycle. It improved in the first and second cycle. In the first cycle, there were 68% of the students who passed the minimum score. And in the second cycle, there were 92% of the students passed the minimum score.

CONCLUSION AND SUGGESTION

Seeing the result of the research, it can be concluded that the teaching and learning process of personal experience paragraph using Think Talk Write was successful. The success is reflected in the two indicators; the process of teaching and learning and the students' achievement. Based on the observation, the process of teaching and learning personal experience paragraph using Think Talk Write runs well. This teaching and learning process is proven to be able to help students in understanding how to write a good and correct personal experience paragraph because through this strategy, the students can share and test their ideas with their friends. This activity enhances students' self-confidence, which in turns trigger the students to write a well-

constructed composition. The students' achievement also proved that the usage of Think Talk Write strategy was successful. In the pre-cycle, there were only 6 students or 50% who passed the minimum score of 85. However the percentage is eincreasing in the first cycle (68%) and in the second cycle (92%).

Think Talk Write gives a new strategy for the students to improve their achievement. Not only do Think Talk Write helps the students, this strategy helps the researcher as the lecturer as well since it helps him in conducting a better process in teaching and learning writing, especially in personal experience paragraph. Through this strategy, the students' level up their self-confidence in writing because they have the oportunity to their ideas with their friends before putting theim into a piece of writing.

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