

EXAMINING THINK-TALK-WRITE (TTW) STRATEGY IN STUDENTS' VOCABULARY MASTERY

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Abstract

This research aimed at finding out the effect of Think-Talk-Write (TTW) in students' vocabulary mastery. This research was conducted in the first-grade students of Junior High School 5 Praya in the academic year 2019/2020. This research used an experimental design in which it employed two groups pre-test and post-test. The experimental group was treated by using TTW, while the control group was treated by using Acrostic strategy. The two classes were chosen as the samples in this research which consist of 46 students. In analyzing the data, researchers applied statistical analysis. The result of the research showed that there was a significant effect of Think-Talk-Write (TTW) in students' vocabulary mastery. The finding shows that the t-test value was higher than the t-table ($8.693 > 1.680$). Therefore, it comes to the conclusion that the hypothesis set is accepted (H_a).

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INTRODUCTION

Vocabulary is an important element in learning a language. Vocabulary is the knowledge of the meanings of the word. What complicates this definition is the fact that words come in at least two forms: oral and written. According to Read (2000: 16), vocabulary is knowledge of knowing the meaning of words. They are elements that are combined to make accurate words choice, so it will effectively convey thoughts and ideas.

Based on the researcher's interview with one of the English teachers of first grade. The students are difficult to learn English, especially vocabulary. The problems faced are: they are difficult in creating a sentence because they are lack vocabulary, difficulty in memorizing new words and they are still frightened to say and to use some words in English when communicating with others. On the other hand, the teacher has difficulty to find good techniques or ways to teach vocabulary.

This is the result of adding about a thousand words a year to the 5,000 he or she had acquired by the age of five (Thornburry, 2002:20). Moreover, to mastery vocabulary, students be able to know: (1) form of words, so that students know how the words are written, (2) position, so that students know grammatical patterns of word, (3) function of words, so that students are able to know where they can use the word, (4) meaning so that students are able to know what does the word mean.

Allen (2007: 3) stated that most of us have struggled to teach vocabulary in meaningful and memorable ways to access the words in their reading, writing, and thinking. Therefore, the mastery of vocabulary is an important tool to enable students in understanding information or explanation. As in line with Helmi (2017:71) Vocabulary is a key to master

English because by mastering vocabulary, students are easier to understand English and will be able to improve their language.

Hiebert (2005:3) stated that vocabulary is the knowledge of meanings of words comes in at least two forms that are receptive and productive vocabulary we use when we write or speak. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Receptive vocabulary is the set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able to assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

In developing students' vocabulary, the teacher should use a suitable technique or method. Furthermore, Whitaker (Setiawan, R., et.al 2017:32) proposes that teachers must think carefully about what approach, technique or strategy they will use in order to arrange the students in mastering vocabulary. In this research, the researchers offered a new strategy to solve students' problem especially in vocabulary mastery. However, the teachers should bring them to engage in learning vocabulary so that they will be interested in it.

The strategy was Think-Talk-Write (TTW) which was first introduced by Huinker and Laughlin (1996: 82). This strategy was sure to invite students to be active in learning, especially in learning vocabulary. Huda (2014: 218), also convinces TTW as a strategy that trains students to practice language used fluently. The Think-Talk-Write includes 3 phases consist of (1) Students learn the material (thinking), where they should think about a variety of words obtained from a text, and work in groups (2) Students discuss the results of learning material (talk), where one student from each group presents vocabulary. They have actively achieved (3) Students write those vocabularies from the talking phase (write).

Widiyanto, et.al (2018:10) explain that The Think-Talk-Write (TTW) is a learning method that directs the students to learn by individual or group. This method consists of thinking, talking, and writing process that makes the students are able to fully involve in that process. The Think-Talk-Write method does by giving them a problem in a book or reading text. Problem stimulus will invite them to think individually about anything there on the reading text and write it on a small note. The students then bring out their thinking results in their groups to have a discussion and collaborate with each student in one group. Next, the students write discussion results and knowledge that they got on their own notes.

Discussing Think-Talk-Write, many researchers have conducted it; for example, the research done by Setiawan, et.al (2017); has conducted experimental research, they found that Think-Talk-Write in teaching writing descriptive had a significant effect. Sofiyah (2017) was trying to examine the implementation of Think-Talk-Write strategy in improving students' learning activity at learning PAI SMP Al-Islah Central Gunung Anyar Surabaya; her findings showed that Think-Talk-Write is able to present the content of the verse, reading by tajwid in the verse. The students' learning activity is good because the students have fulfilled some of the liveness indicators learning, more enthusiastic and more excited. This current research tried to find how Think-Talk-Write (TTW) (TTW) has an effect on students' vocabulary mastery.

RESEARCH METHOD

Research Design

This is an experimental research that aims to determine the relationship between the independent variable and the dependent variable. Experimental is characterized by much

greater control over the research environment and in this case, some variables are manipulated to observe the effect on other variables (Kothari, 2004: 5). The researchers would examine the effect of the TTW technique by providing two groups. They are the experimental group that was treated by using Think-Talk-Write (TTW) and the control group which was treated by using acrostic strategy.

Population and Sample

The population of this research was the students of the first grade of SMPN 5 Praya. The researchers took two classes which made the total population was 46 students. The aim of sampling was to draw the sample from the population, meanwhile to judge which group as an experimental group and control group. There were two kinds of instruments that were employed in this research, those are pre-test and post-test and to analyze the data the researchers used a t-test.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The data collection and the treatments were collected and conducted from January 29th – February 29th, 2019 at SMPN 5 Praya. The design was selected into two groups: the experimental group which was treated by using Think-Talk-Write (TTW) (TTW) and the control group which was treated by using Acrostic Strategy. The second group is given the same material, the ability of class control and the class of experimental equivalent. With different methods on the students of the same level and the same teacher, but the results are different.

Table 1. Score Pre-test – Post-test of Experimental & control

Experimental	
- Pre-test	: \sum 983
- Post-test	: \sum 1,832
Control	
- Pre-test	: \sum 864
- Post-test	: \sum 1,156

Table 1 above showed that the score of pre-test and post-test from the experimental group and control group. The result showed that the pre-test score of the experimental group was 983, and the post-test score was 1,832. Then, the result of the pre-test score from the control group was 864, and the post-test score was 1,156.

Table 2. Descriptive Statistics of Pre-test in Experimental

Pre_Test		
N	Valid	23
	Missing	0
Mean		42.74
Median		44.00
Mode		40 ^a
Std. Deviation		10.118
Range		44
Minimum		16
Maximum		60

The result of the pre-test showed that the highest score was 60 and the lowest score was 16. After computing the data by using SPSS 19.0 with Descriptive Statistics method,

Frequencies, the researcher found the mean score was 42.74, the mode score was 40, the median score was 44, the range was 44, and the standard deviation was 10.118. The frequency distribution and bar chart of the data were shown in table and graphic below.

Table 3. Descriptive Statistics of Post-test in Experimental

Post_Test		
N	Valid	23
	Missing	0
Mean		79.65
Median		80.00
Mode		84
Std. Deviation		11.995
Range		40
Minimum		56
Maximum		96

The result of the post-test showed that the highest score was 96 and the lowest score was 56. After computing the data, the researcher found the mean score was 79.65, the mode score was 84, the median score was 80, the range was 40, and the standard deviation was 11.995. The frequency distribution and bar chart of the data were shown in table and graphic below.

Table 4. Descriptive Statistics of pre-test in Control

Pre_Test		
N	Valid	23
	Missing	0
Mean		36.52
Median		32.00
Mode		32
Std. Deviation		13.446
Range		48
Minimum		8
Maximum		56

The result of the pre-test showed that the highest score was 56 and the lowest score was 8. The researcher found the mean score was 36.52, the mode score was 32, the median score was 32, the range was 48, and the standard deviation was 13.446.

Table 5. Descriptive Statistics of post-test in Control

Control_Post_Test		
N	Valid	23
	Missing	0
Mean		50.26
Median		56.00
Mode		60
Std. Deviation		10.910
Range		36
Minimum		24
Maximum		60

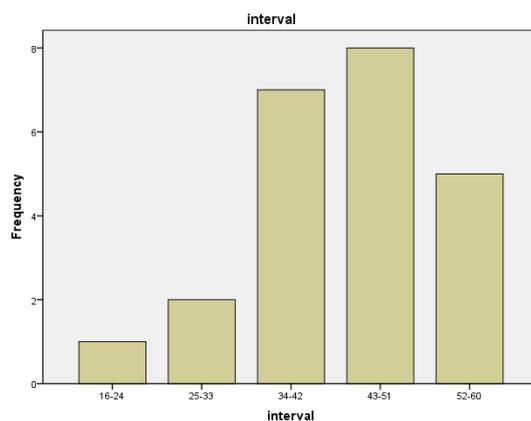
The result of the post-test showed that the highest score was 60 and the lowest score was 24. The mean score was 50.26, the mode score was 60, the median score was 56, the range was 36, and the standard deviation was 10.910. The frequency distribution and bar chart of the data were shown in table and graphic below.

Table 6. Frequency Distribution of pre-test in Experimental

		Interval		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	16-24	1	4.3	4.3	4.3
	25-33	2	8.7	8.7	13.0
	34-42	7	30.4	30.4	43.5
	43-51	8	34.8	34.8	78.3
	52-60	5	21.7	21.7	100.0
Total		23	100.0	100.0	

The table above showed the frequency distribution of the Pre-test of the experiment. To find out the class limit of the data, the researcher manually calculated it by using the formula: Number of Class = $1+3.3 \times \log N$. The result showed that the number of the class was 5 after that, the researcher wanted to find out the interval of the data. The researcher used the formula: Interval = Range: Number of classes. The result showed that the interval was 44.

In the pre-test, there was 1 (4,3%) student who got the minimum score 16-24. There were 2 (8.7%) students who got score 25-33. There were 7 (30,4 %) students who got score 34-42. There were 8 (34.8%) students who got score 43-51. And there were 5 (21.7%) students who got the maximum score 52-60.



Graphic 1. Bar Chart of Pre-test in Experimental

The bar chart is a chart used to show the data visually. Based on the bar chart above, it showed the development of the data. It revealed that there is a rise in the number of students who get the score in the class limit 16-24 to higher class limit 25-33, as well as the most frequent students, score appear. The highest class limit 52-60 in which 5 scores appeared.

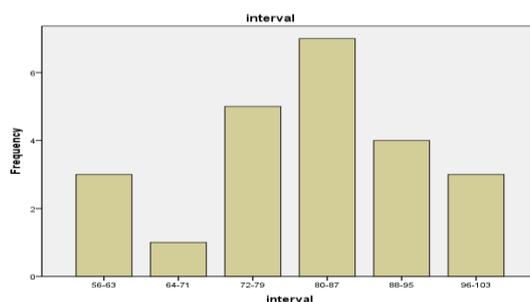
Table 7. Frequency Distribution of Post-Test in Experimental

		Frequency	Percent	Valid	Cumulative
				Percent	Percent
Valid	56-63	3	13.0	13.0	13.0
	64-71	1	4.3	4.3	17.4
	72-79	5	21.7	21.7	39.1
	80-87	7	30.4	30.4	69.6
	88-95	4	17.4	17.4	87.0

96-103	3	13.0	13.0	100.0
Total	23	100.0	100.0	

To find out the class limit of the data, the researcher manually calculated it by using the formula: Number of Class = $1+3.3 \times \log N$. The result showed that the number of the class was 5 after that, the researcher wanted to find out the interval of the data. The researcher used the formula: Interval = Range: Number of classes. The result showed that the interval was 40.

In post-test, there was 3 (13.0%) student who got the minimum score 56-63. There was only 1 (4.3 %) student who got score 64-71. There were 5 (21.7 %) students who got score 72-79. There were 4 (17,4%) students who got score 88-95. And there were 3 (13.0%) students who got the maximum score 96-103.



Graphic 2. Bar Chart of Post-test in Experimental

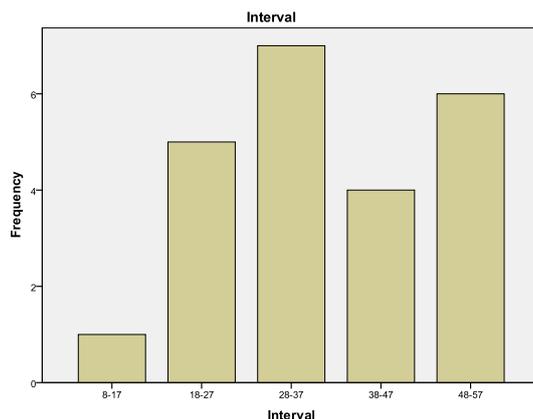
The bar chart is a chart used to show the data visually. Based on the bar chart above, it showed the development of the data. It revealed that there is a rise in the number of students who get the score in the class limit 56-63 to higher class limit 64-71, as well as the most frequent students, score appear. The highest class limit 96-103 in which only 3 scores appeared.

Table 8. Frequency Distribution of Pre-Test in Control

		Interval		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	8-17	1	4.3	4.3	4.3
	18-27	5	21.7	21.7	26.1
	28-37	7	30.4	30.4	56.5
	38-47	4	17.4	17.4	73.9
	48-57	6	26.1	26.1	100.0
Total		23	100.0	100.0	

The table above is the frequency distribution of the pre-test of the control group. To find out the class limit of the data, the researchers manually were computed by using the formula: Number of Class = $1+3.3 \times \log N$. After that, the researchers computed the interval of the data by using the formula: Interval = Range: Number of class. The result showed that the interval was 48. The calculation can be seen in appendix 9.

In the pre-test, there was 1 (4,3%) student who got the minimum score 8-17. There were 5 (21,7 %) students who got score 18 – 27. There were 7 (30,4 %) students who got score 28 – 37. There were 4 (17,4%) students who got score 38-47. And there were 6 (26,1%) students who got the maximum score 48-57



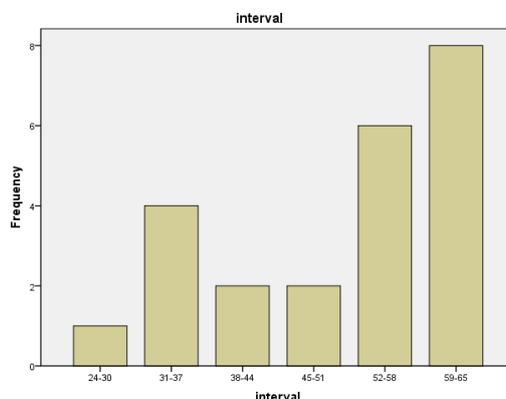
Graphic 3. Bar Chart of Pre-test in Control

The bar chart is a chart used to show the data visually. Based on the bar chart above, it showed the development of the data. It revealed that there is a rise in the number of students who get the score in the class limit 8-17 to higher class limit 18-27, as well as the most frequent students, score appear. The highest class limit 48-57 in which 6 scores appeared.

Table 9. Frequency Distribution of Post-test in Control

		Interval		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	24-30	1	4.3	4.3	4.3
	31-37	4	17.4	17.4	21.7
	38-44	2	8.7	8.7	30.4
	45-51	2	8.7	8.7	39.1
	52-58	6	26.1	26.1	65.2
	59-65	8	34.8	34.8	100.0
Total		23	100.0	100.0	

In post-test, there was 1 (4,3%) student who got the minimum score from 24 to 30. There were 4 (17,4%) students who got score 31-37. There were 2 (8,7%) students who got score 38-44. There were 2 (8,7%) students who got score 45-51. There were 6 (26,1%) students who got the score 52-58. And there were 6 (34,8%) students who got the maximum score from 48 to 57.



Graphic 4. Bar Chart of Post-test in Control

The bar chart is a chart used to show the data visually. Based on the bar chart above, it showed the development of the data. It revealed that there is a rise in the number of students who get the score in the class limit 24-30 to higher class limit 31-37, as well as the most frequent students, score appear. The highest class limit 59-65 in which 8 scores appeared.

Table 10. Summary of t-test Analysis

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	.043	.837	8.693	44	.000	29.391	3.381	22.578	36.205
Equal variances assumed			8.693	43.610	.000	29.391	3.381	22.576	36.207
Equal variances not assumed									

The testing hypothesis was to answer the question of alternative hypothesis whether it was accepted or rejected. To found out the result of the t-test the researchers computed the data of the experimental group and control group. The sample data was 23 students for the experimental group and 23 students for the control group; the total samples were 46 students, so the degree of the freedom that was used $46-2=44$. Based on the t-test computation the researchers found that the t-test was higher than t-table ($8.693 > 1.680$) with degree freedom 44, it could be concluded the alternative hypothesis (H_a) was accepted. And Think-Talk-Write is effective toward students' vocabulary mastery at first-grade students of SMP 5 Praya.

Discussion

This research aimed at finding out the effectiveness of Think-Talk-Write (TTW) towards students' vocabulary mastery. Based on the result of teaching vocabulary using Think-Talk-Write (TTW) is effective because the result of the pre-test and the post-test score of both experimental and control groups was different. The pre-test and post-test scores in the experimental group or class were higher than the score of pre-test and post-test in the control group. This indicated that there was an improvement in the students' vocabulary mastery. It was proven that students are involved in thinking activities, talking performance, and writing exercises. It was in keeping with Haerazi and Irawan (2019) who informed that giving learning activities to think critically helps students to recognize genres of texts, contents, and linguistic features including vocabulary acquisition.

The think-talk-write strategy gave a good contribution to the teachers in teaching their students in the teaching of vocabulary. This strategy helped students to solve their problems in learning vocabulary. It was in line with Haerazi and Irawan (2020) who state extending activities provided by teachers facilitate students to think and communicate the target language. In this study, TTW also gives chances for students to compete in memorizing the vocabularies after the treatment in the teaching and learning process. This is in line with the previous research who states that the Think-Talk-Write (TTW) strategy is facilitating the exercise of the language both oral and written fluently (Zulkarnaini, 2011:82). It was also in line with Huda (2014: 218) who convinces that Think-Talk-Write (TTW) as a strategy that trains students to practice language-use fluently.

In the implementation of this strategy, there are three phases that should be conducted. The first is the *Think* phase. At this phase, students should think about a variety of words (word classes) obtained from a text, where they have to work in small groups. The students read the text and make notes to what they have read. This activity is intended for students to distinguish or bring together the ideas contained in the reading. These findings were reinforced by Haerazi, Vikasari, and Prayati (2019) who found that small groups are very effective to involve students in discussing learning topics to practice communication and to interact among students-students and students-teachers. The next phase is to *Talk*. The students did the *talking* phase by having discussions and interaction with friends in a group about the content of the notes they made.

In this activity, the students discuss the result of a collection of ideas that they made individually of what they know about the variety of words. The students would not be shy because they were interacting with their friends, not their teacher. The aim of this phase is not only to make them discuss but also to make them take and give what they had already so that if there were any students with a lack of information, they automatically gained the information from the student who has it. Huinker and Laughlin (in Setiawan, et.al, 2017: 38) also state that this phase aims to make the students talk. After the two phases were done, the last phase is *Write*. At this phase, the students should write down the vocabularies that they had from the previous phase by collecting and discussing the result of any of their ideas.

The students write down their ideas (the variety of words) into the classification of the word classes. And then, each group should present their answers. This phase will help students to make a relationship between their own ideas and other friends'. This phase would also help the teacher to monitor the students' mistakes and the students' concept of the same idea. In monitoring the implementation of the Think-Talk-Write strategy, the teacher's role was important. Based on Silver and Smith (in Suminar and Putri, 2015: 301) teacher's role in Think-Talk-Write strategy are: (1) Asking question and give assignment which is engaged and challenge the students to think, (2) Listen carefully students' idea, (3) Ask the students to express their ideas, (4) As a monitor and give score to the students participation in discussion.

Besides having advantages in teaching vocabulary. Think-Talk-Write (TTW) strategy has weaknesses during the process of teaching and learning. For example, the students would just write based on the question that was given by the teacher in the *Think* phase so that their ability to memorize the words would contain limited information related to the question. As in line with Setiawan, et.al, (2017: 38) states in their research that the students will only write the information based on the question. Meanwhile, they can have more vocabulary. Furthermore, the other problem that the students faced during the teaching and learning process was their spelling. This problem affected students in recognizing the words because misspelling can cause misunderstanding the words. The researchers found these problems both in the experimental and control group, but mostly happened in the control group.

As the result, since the t-test (8.693) is higher than the t-table (1.680) with degree freedom 44, it means that the Null hypothesis (Ho) which states that "There is no significant effect of using Think-Talk-Write (TTW) strategy on students' vocabulary mastery" is rejected. And alternate hypothesis which states that "There is a significant effect of using Think-Talk-Write (TTW) strategy on students' vocabulary mastery" is failed to be rejected.

CONCLUSION

Based on the data analysis and the discussion, the researchers finally come to the conclusion that Think-Talk-Write has a significant effect on student vocabulary mastery. Therefore, the alternative hypothesis Ha) was accepted and the null hypothesis (Ho) was rejected. The Think-Talk-Write strategy gave a positive effect in vocabulary mastery to the first-grade students of SMPN 5 Praya in the academic year 2018/2019.

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