

USING THINK-TALK-WRITE STRATEGY IN TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT

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ABSTRACT

This research was conducted to know the effect of Think-Talk-Write strategy on the students' writing analytical exposition improvement and to know the students' responses toward the use of this strategy in teaching writing an analytical exposition text. This is a quasi-experimental research in which the samples were taken from two classes, experimental class (XI-IPA F) which consisted of 34 students and control class (XI-IPA G) which consisted of 36 students. The instruments of this research were pre-test and post-test. The result showed that the mean scores of pre-test in the experimental class was 61.47, while the mean score of post-test in the experimental class was 76.67. Moreover, both scores were analyzed by comparing the z-z-score of pre-test and post-test in the experimental class. The result of the z-test was -11.09 at the level significance 5% with assumption if the z-score is beyond -1.96 and 1.96, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Furthermore, the result of the questionnaire showed that the students gave positive responses toward the implementation of Think-Talk-Write strategy on teaching writing analytical exposition text where 57% of students strongly agreed and 40% of students agreed with the implementation of Think-Talk-Write strategy. In conclusion, the implementation of Think-Talk-Write strategy could improve the students' ability to write an analytical exposition text.

Keywords: *writing, think-talk-write, analytical exposition text.*

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INTRODUCTION

In writing, students try to elaborate or express their ideas to achieve a good work of writing. Moreover, writing can develop the writer's understanding of an issue by organizing his or her ideas on a piece of paper. However, learning writing is not without a problem. Richards and Renandya (2002) stated some writing difficulties, such as generating and organizing ideas and translating ideas into readable text. It means that writing is not easy. It needs process, so that the teaching-learning of writing is a kind of process. It starts with various activities to help students make correct sentences and then ask them to express their ideas, so that it can build their confidence to write freely with a guide and control.

For Indonesia's 2013 Curriculum, it is expected that the students can discuss and learn together in a classroom. There are five steps that a teacher needs to perform in teaching based on the 2013 Curriculum. They are observing, questioning, experimenting, associating, and communicating. The teacher should observe the students' progress in learning by assessing her or his students in three aspects. They are cognitive, affective, and skill. These three aspects are going to be accumulated to obtain the final scores.

To achieve the purpose, the teacher should know the students' characteristics. Moreover, an English teacher should provide materials, which are suitable for the curriculum and a suitable method in the teaching-learning process to improve students' ability in writing skills.

Based on the observation done by one of the researchers in this study in SMAN 1 Bireuen, some students had difficulties in writing an analytical exposition text. The researcher found some problems faced by the students in writing when teaching them as a substitute teacher at that school. The researcher tried to discuss with the students about their difficulties in learning writing. The students said that their first problem in writing a text concerned with appropriate vocabulary, grammar, content, mechanics, and organization. Many students could write, but they were still confused in mastering vocabulary, grammar, and mechanics of the writing.

Moreover, the students also felt difficult to find ideas. They did not know how to start their writing. It was because of inappropriate strategies in teaching writing. The teacher lacked innovation in teaching writing. The teacher asked the students to make a composition without explaining how to write a good composition. The result showed that most of the

students made the same composition for the task because they copied their friends' tasks.

Dealing with this case, the teachers must find a strategy to make students' writing skills and understanding in writing a text better than before. One of the strategies which are suitable in teaching writing is Think-Talk-Write (TTW). TTW strategy was introduced by Huinker and Laughlin (1996). According to them, the TTW strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. In this view, this strategy provides the students to organize the ideas before writing.

Furthermore, TTW is a learning strategy that consists of teamwork for discussion in the classroom. According to Zulkarnaini (2011), TTW is one of the teaching strategies which consist of some members in one group. The members are responsible for the mastery of learning material and share their ideas with another member in a group.

A research conducted by Kusumaningrum (2015) has shown that TTW strategy improved students' skills and motivation in writing a narrative text. The students were also more enthusiastic during the study. The next study was carried out by Suminar and Putri (2018) to see the effect of TTW strategy in teaching writing among the second grade students of UNSWAGATI Cirebon. The result of the study showed that the TTW strategy could encourage the students to write a descriptive text.

Based on the previous studies which analyzed the implementation of TTW strategy in teaching writing descriptive, recount, narrative, and announcement text, the researchers decided to conduct the other type of text which must be taught for senior high school students. The researchers chose an analytical exposition text as the object of this research which has not been studied in previous researches. This research was conducted to find out the effect of TTW strategy on the students' writing scores and to know their responses to the use of TTW strategy in their writing an analytical exposition text by using Think-Talk-Write strategy.

LITERATURE REVIEW

Writing

Writing is an important part of language teaching in which students transform information in their minds into readable texts. According to Oshima and Hogue (2006), writing is a process of creating, organizing,

writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the last step, you polish your rough draft by editing and making revisions.

Furthermore, Brown (2007) explained writing as a process of generating ideas, organizing them coherently, using discourse markers and rhetorical conventions to put them cohesively into a written text, revising it for the clearer meaning, editing it for appropriate grammars and producing a final product.

From the point of view above, the researchers concludes that writing is a process to generate and explore the ideas by organizing them coherently into statements and paragraphs that will be clear to a reader.

Writing Components

Content

Content is the main point in writing. Hyland (2004) said that content is personal knowledge of certain topics written meaningfully. Ideas are very important in developing a composition. In each paragraph, at least it has one main idea or topic. Smalley, Ruetten, and Kozyrev (2001) defined a paragraph as a group of sentences that develops one main idea or topic. In other words, the idea is the topic. This is very important since the content is the topic or idea that will be exposed in the whole paragraph or text. The content used in an analytical exposition text is the content that is related to the specific subject.

Organization

The organization is the internal structure of a piece of writing, the pattern and sequence should be appropriate to the topic. According to McWhorter (2005), the organization concerns how a piece of writing is ordered and structured. If the sentences in the paragraph are not directly related to the main idea, the paragraph is said to have no good organization. Thus, someone called to have a good writing organization if he or she is able to write the ideas and information in good logical order, the topic sentence and supporting sentence connect to each other and clearly stated.

Vocabulary

Vocabulary is also a crucial component in writing. It can be defined as a list of words relevant to the topic. Vocabulary is the collection of words that an individual knows (Linse, 2005, p. 121). Furthermore,

Elizabeth and Rao (2005) argued that teachers should pay more attention to vocabulary because many students have a problem in writing because of the lack of vocabulary. They still need the struggle in expressing their feelings and ideas well because they have limited words to use. It proves that knowing much vocabulary and how to use suitable words is very useful in writing a text.

Grammar

Grammar is the tense used in developing sentences. Swan (2005) defined grammar as the rules that show how words are combined, arranged, and changed to show certain kinds of meaning. Grammar is important for students to master because it is a basic understanding of language. When they have a good understanding of grammatical concepts, they will be able to compose a good writing and avoid the use of incorrect structure in writing.

Mechanic

Mechanic is one factor that makes writing easier to write and comprehend. The mechanic is the procedure in writing such as punctuation, capitalization, and spelling (Oshima & Hogue, 1997, p. 230).

Think-Talk-Write Strategy (TTW)

Think Talk Write (TTW) strategy is one of the strategies in teaching writing. This strategy was introduced by Huinker and Laughlin (1996). According to them, TTW strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, talking and sharing ideas with one another, to writing.

It means that Think-Talk-Write (TTW) is a teaching strategy to develop, organize and create ideas by thinking, talking, and writing. They added that a teacher can provide opportunities for students to talk their uncertainties with one another about the things that they are unsure. Thus, they will be able to make an understandable and meaningful product of writing.

According to Yamin and Ansari (2008), TTW strategy is one of the learning strategies which is purposed to improve students' ability in writing. Further, the strategy supports students to be active in a teaching-learning process.

Based on the explanation above, it can be concluded that TTW is a strategy for teaching writing with a combination of individual and group work through three steps of activities: thinking, talking, and writing.

Procedures of Think-Talk-Write in Teaching Writing

Think

According to Huinker and Laughlin (1996), thinking and talking are important steps in the process of bringing meaning into student's writing. In this stage, students individually think of possible answers or methods to take notes about the ideas contained in the reading and things they do not understand. In taking notes, students distinguish, unite the ideas presented in a reading text, and then translate them into their language.

Furthermore, Wiederhold as quoted by Yamin and Ansari (2008), contended that taking notes means analyzing the purpose of the contents of a text and examining the materials written. Also, learning to write notes after reading stimulates thinking activities after reading to enhance knowledge and improve thinking and writing skills. At this stage, students will read or identify several problems in a text or a picture given. After reading and identifying a text or picture, the students will write down the things that they know and do not know. . They identify the text individually related to the contexts. In this stage, the students think of an answer, make a note of the ideas contained in the text and words they do not understand by using their language.

Talk

At the talking stage, students are allowed to reflect on, arrange, and test ideas in group discussion activities. According to Huinker and Laughlin (1996), talking can encourage the exploration of words and the testing of ideas. Talking promotes understanding. When students are given numerous opportunities to talk, the meaning that is constructed finds its way into students' writing, and the writing further contributes to the construction of meaning. It means that talking or discussing can increase word explorations and test the ideas. Talking can also improve understanding of something. When students are given opportunities to discuss, understanding will build up in students' writing.

Furthermore, Harmer (2007) explained that after students think and make a note, they are allowed to discuss what they think before with other group members. Other students listen and respond to their ideas. After that, the students conclude the result of the discussion in the group. At this stage, they can discuss their knowledge and test their new ideas,

so that they know what they have understood and what they need to learn more.

Write

Masingila and Wisniowska (1996) stated that writing can help students make their tacit knowledge and thoughts more explicit so that they can look at and reflect on their knowledge and thoughts. It means writing can help students to express stored knowledge and ideas to be more visible and reflect their knowledge and ideas. They also mentioned that for teachers, writing can elicit direct communication from all members of a class, information about student's errors, misconceptions, thought habits, and beliefs, various students' conceptions of the same ideas, and real evidence of students' achievement.

Moreover, students are asked to write down solutions and conclusions from the problems that have been given. What students write at this stage might be different from what students write on individual notes (think stage). This happens because after students discuss it with their peers, they will get new ideas to solve the problems that have been given. After drawing a conclusion on their discussion, they come back into their seats. At this moment, they are asked to write the ideas and conclusions by using their own words. The ideas and the conclusion of the discussion from the previous steps are just to help them complete the sentences into a text.

RESEARCH METHODOLOGY

Research Participants

In this research, two classes were selected as samples, one for experimental (XI-IPA F) and the other for control classes (XI-IPA G). Both classes were taught to write an analytical exposition text. The experimental class was taught by using Think-Talk-Write strategy, while the control class was taught by using an expository strategy.

Research Instrument

The research instruments used were tests and questionnaire. In this research, the data were collected by giving tests to the experimental and control class. The tests were given to obtain students' writing scores before and after the treatment, while questionnaires were used to obtain students' responses to the use of TTW strategy in learning to write an analytical exposition text.

Questionnaire was used to know the students' responses toward the implementation of TTW strategy in teaching writing an analytical exposition text. The questionnaires were given only for an experimental class.

Technique of Data Collection

There were two kinds of tests in this research (pre-test and post-test). A pre-test was aimed to know the students' ability in writing report text before the treatment was given. This test was given in the first meeting. Meanwhile, the post-test was aimed to measure the effect of the treatment. The results of the post-test were used to see if there were any significant differences before and after the treatment by comparing the scores of the experimental and control class.

In this research, the researchers instructed the participants in both classes to write an analytical exposition text in the pre-test and post-test. They were asked to write one to two paragraphs of 150 words about analytical exposition text based on a given topic. Furthermore, the researchers assessed the pre-test and post-test by using the scoring rubric.

The questionnaire was distributed in the last meeting to investigate students' responses about using Think-Talk-Write strategy in improving their writing skills. Each student was distributed a questionnaire sheet, the students read the questions and responded to them based on the instructions that were provided at the top of the questionnaire sheet.

RESULT AND DISCUSSION

Results

In this session, the researchers elaborated the result of data analysis by using SPSS 16 to find out the difference between the means and the standard deviations of the writing sub-skill for experimental and control class. The critical value of the z-score is between 1.96 at the level of significance of 5% (0.05). The criterion of z-test analysis at the level of significance is:

- If z-score is between -1.96 and 1.96, H_0 is accepted and H_a is rejected
- If z-score is out of the limit between -1.96 and 1.96, H_0 is rejected and H_a is accepted.

The hypotheses for this research were:

1. Ho: There is no significant difference in writing analytical exposition text achievement between the students who are taught by using Think-Talk-Write strategy and those who are taught writing without using Think-Talk-Write strategy.
2. Ha: There is a significant difference in writing analytical exposition text achievement between the students who are taught by using Think-Talk-Write strategy and those who are taught writing without using Think-Talk-Write strategy.

Based on the analysis of the data, in the experimental class, the mean score of the posttest (76.67) was higher than the mean score of pretest (61.47). Meanwhile the mean score of the pretest in the control class was 61.25 and the mean score of the posttest was 72.25. This indicated that there was a difference between pretest and posttest results in the control class but it was not satisfactory because the mean score was still below the minimum standard criteria (KKM) which is 74. In short, the treatment gave a positive effect on the experimental and control class. The detailed result can be seen in the next explanation.

Table 1. Descriptive Statistic of the Pre-test and Post-test on the Experimental Class

Test		Content	Organization	Vocabulary	Grammar	Mechanic
Pre-test	Minimum	18.00	10.00	11.00	11.00	2.00
	Maximum	23.00	16.00	16.00	16.00	4.00
	Mean	20.7059	12.5000	12.8529	13.1471	2.9118
	Std. Deviation	1.31494	1.35401	1.41705	1.67209	0.37881
Post-test	Minimum	22.00	12.00	12.00	13.00	3.00
	Maximum	28.00	18.00	18.00	19.00	4.00
	Mean	25.3824	15.9412	16.0294	16.3824	3.4412
	Std. Deviation	1.63327	1.59433	1.41392	1.79294	0.50399
Total	Minimum	18.00	10.00	11.00	11.00	2.00
	Maximum	28.00	18.00	18.00	19.00	4.00
	Mean	23.0441	14.2206	14.4412	14.7647	3.1765
	Std. Deviation	2.77749	2.27147	2.09749	2.23351	0.51662

Table 1 above showed that the pre-test and post-test results from the experimental class were significantly different for every component of writing. Table 1 showed that the mean of the organization increased

by 3 points as did that for vocabulary and grammar while those for content increased by 4 points and for mechanic increased by 1 point.

Table 2. Descriptive Statistic of the Pre-test and Post-test on the Control Class

Test		Content	Organization	Vocabulary	Grammar	Mechanic
Pre-test	Minimum	18.00	10.00	11.00	10.00	2.00
	Maximum	24.00	15.00	15.00	16.00	4.00
	Mean	20.7778	12.3056	12.6111	12.6667	2.8611
	Std. Deviation	1.39614	1.23796	1.02198	1.63881	0.42445
Post-test	Minimum	20.00	13.00	12.00	11.00	3.00
	Maximum	25.00	18.00	18.00	19.00	4.00
	Mean	22.4444	15.4444	15.4167	15.6944	3.4167
	Std. Deviation	1.40294	1.12316	1.42177	1.41167	0.50000
Total	Minimum	18.00	10.00	11.00	10.00	2.00
	Maximum	25.00	18.00	18.00	19.00	4.00
	Mean	21.6111	13.8750	14.0139	14.1806	3.1389
	Std. Deviation	1.62338	2.06198	1.87266	2.37550	0.53879

The result in Table 2 showed that the pre-test and post-test results from the control class were significantly different for every component of writing. The table showed that the mean of organization increased by 3 points, while vocabulary and grammar increased by 2 points and content and mechanic increased by 1 point.

Z-score for Writing Components

The result of the z-score for each writing component was tabulated in the following table.

Table 3. Statistical Summary of Post-test for Experimental and Control Class

	Levene's Test for Equality of Variances		z-test for Equality of Means							
	F	Sig.	z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Content	Equal variances assumed	1.527	0.221	8.087	68	0.000	2.93791	0.36328	2.21300	3.66282
				8.052	65.176	0.000	2.93791	0.36487	2.20925	3.66657
Organiz ation	Equal variances assumed	0.089	0.767	2.377	68	0.173	0.49673	0.36079	0.22320	1.21667
				2.372	66.075	0.175	0.49673	0.36197	0.22595	1.21941
Vocabu lary	Equal variances assumed	0.214	0.645	1.968	68	0.053	0.64216	0.32634	0.00905	1.29337
				1.973	67.937	0.053	0.64216	0.32551	0.00740	1.29171
Gramm ar	Equal variances assumed	3.717	0.058	2.654	68	0.103	0.68791	0.41590	0.14200	1.51782
				2.671	62.479	0.100	0.68791	0.41168	0.13490	1.51072
Mechan ic	Equal variances assumed	0.161	0.690	2.204	68	0.839	0.02451	0.12004	0.21502	0.26404
				2.204	67.705	0.839	0.02451	0.12006	0.21509	0.26411

The table showed that the variances of the population of the post-test on experimental and control classes are equal. The equality score of variance for content is 0.22, the organization is 0.76, vocabulary is 0.64, grammar is 0.58, and the mechanic is 0.69. The equality score is higher than the level of significance which is 0.05. For example, the score of the equality variance for content is 0.22 ($0.22 > 0.05$). It implies that the population variances for the content scores of both experimental and control classes were equal. This identical equality of variances also happened to all of the other writing sub-skills. The equality of variance scores for all sub-skills was higher than the level of significance 0.05. It implies that all of the variances of writing sub-skills scores are equal on the post-test.

Table 3 shows that the z-score for content on the post-test was 8.08. It was beyond the limit between -1.96 and 1.96, meaning that H_a was accepted and H_o was rejected. The z-score for the organization on the post-test was 2.37. It was also beyond the limit between -1.96 and 1.96. It indicates that there was a significant difference in the post-test scores between the students taught by using the TTW strategy and those taught without using the TTW strategy in terms of organization.

For vocabulary, the z score was 1.97. It was beyond the limit between -1.96 and 1.96. It means then H_a was accepted and H_o was rejected. It indicates that there was a significant difference in the post-test scores between the students taught by using the TTW strategy and those taught without using the TTW strategy in terms of vocabulary.

The z-score for grammar was 2.65. It was beyond the limit of -1.96 and 1.96. It means that H_a was accepted and H_o was rejected. It indicates that there was a significant difference in the post-test scores between the students taught by using the TTW strategy and those taught without using the TTW strategy in terms of grammar.

Meanwhile, the z-score for a mechanic was 2.20. It was beyond the limit of -1.96 and 1.96. It means then H_a was accepted and H_o was rejected. It indicates that there was a significant difference in the pretest scores between the students taught by using the TTW strategy and those taught without using the TTW strategy in terms of mechanics.

Moreover, this study investigated the experimental class students' responses toward the use of TTW during their learning of writing skill by means of questionnaire. The result of the questionnaire is tabulated and presented in percentage in the following figure.

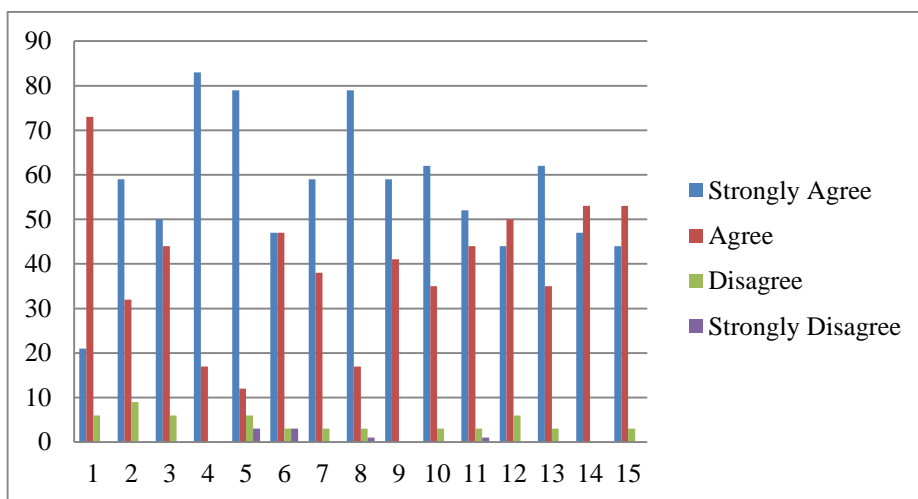


Figure 1. The Students’ Responses in the Questionnaire Sheet

Statement 1 concerns with the effect of TWT strategy on the students’ easiness in learning writing. The students in the experimental class had positive responses toward the TTW strategy. There were 7 students or 21% strongly agreed and 25 students or 73% agreed that learning writing through TTW strategy was easier. There were only 2 or 6% of the students disagreed with this statement. This result implied that almost all students agreed that the TTW strategy made them easy to write.

In addition, there were 20 students or 59% who stated that the use of the TTW strategy helped them to find out the idea. Meanwhile, 11 students or 32% agreed with this statement. Only 3 students (9%) disagreed that TTW helped them to find ideas.

Figure 1 also showed that 50% of the students strongly agreed and 44% of them agreed that the TTW strategy improved their writing skills. It was only 6% of the students that disagreed with this statement. It means that the majority of the students agreed that they improved their writing skills when learning by using the TTW strategy.

In statement 4, all of the students agreed that they had the same opportunity to give their ideas in a group. It was proven by the result of statement 4 in which 28 students (83%) strongly agreed, 8 students (17%) agreed, and there was no student disagreed with this statement.

Furthermore, 79% of students strongly agreed and 12% of them agreed that the implementation of the TTW strategy in writing gave them a big opportunity to correct their ideas with each other. Only 6% and 3%

of students disagreed and strongly disagreed that the implementation of the TTW strategy allowed them to correct their ideas.

Figure 1 showed that 59% of the students strongly agreed and 38% agreed that they felt satisfied with their scores after learning by using the TTW strategy. There was only 1 student (3%) disagreed that they did not feel motivated to learn writing by using the TTW strategy. It means that the absolute majority of the students agreed with statement 7.

There were 16 students (47%) strongly agreed and 18 students (53%) agreed that they do did need to spend much time thinking the idea for writing because they can develop their idea from the result of the discussion in the group. There was no student who disagreed with this statement. It implies that the TTW strategy truly helped them to develop their ideas from others' ideas.

There are 57% of the students strongly agreed and 40% of the students agreed to the statements. Whereas, 3% of the students chose to disagree. Meanwhile, there were only 0.1% of the students strongly agreed for statements 5 and 6 in the questionnaire sheet.

In short, almost all of the students gave positive responses toward the implementation of the TTW strategy in teaching writing analytical exposition text. It can be seen from the percentage of the responses that only one or two students disagreed and strongly disagreed in each statement.

Discussions

The Effect of Using of TTW strategy on Students' Writing Skill Improvement

In finding out the effect of TTW strategy on the students' writing skills, various activities were conducted including pre-test, treatment in experimental class, teaching in control class, post-test, scoring the student's tasks, and finally analyzing the data. A series of statistical formulations were used to obtain the data from both experimental and control classes by using some formulas and SPSS 16. The data were obtained in terms of mean, standard deviation, normality test, homogeneity test, and z-score.

After the implementation of the TTW strategy in the experimental class at SMAN 1 Bireuen, the researchers found that there was a significant difference between the students taught by using the TTW strategy and those not taught by using TTW strategy. The students who were taught with the TTW strategy reached the higher post-test scores than the students who were not taught by using the TTW strategy.

Therefore, the first measurement which the researchers used in this research was the mean score. The mean score for the post-test of the experimental class was 76.67 and the mean score of the posttest for control class is 72.25 at level significance 0.05 (5%). The second measurement in this research was the standard deviation. Based on the calculation of data analysis, the standard deviation of the post-test on the experimental class was 7.70 while the standard deviation of the post-test on the control class was 4.67. The third measurement was the z-test. The z-test result for experimental and control classes was 2.89. According to the z-test result, the difference was significant because it was out of the limit (between -1.96 and 1.96).

In addition, the result of data analysis of pre-test scores proved that the z-scores for five writing sub-skills were in the limit given -1.96 and 1.96. The z-score for content was -0.46 0.33 for organization, 0.81 for vocabulary, 0.43 for grammar, and 0.66 for mechanic. Those scores were in limit given between -1.96 and 1.96. It means that the H_0 for these sub-skills was accepted. In other words, the students' sub-skills ability in terms of content, organization, vocabulary, grammar, and mechanics for experimental and control classes were equal before the treatment.

Furthermore, the result of data analysis proved that there were significant differences in the students' post-test scores in writing sub-skills. The z-scores were as follow: 8.08 for content, 2.37 for the organization, 1.96 for vocabulary, 2.65 for grammar, and 2.20 for a mechanic. Those z-scores were beyond the limit given between -1.96 and 1.96. It means that H_0 for every sub-skill was rejected and H_a for every sub-skill was accepted.

In other words, the result of the post-test proved the alternative hypothesis that there were significant differences in the sub-skill scores between the students who were taught by using the TTW strategy and those taught without using TTW strategy.

Based on the research finding, the students' writing sub-skill scores in the pre-test were lower than the writing sub-skills scores in the post-test. Otherwise, the students' writing sub-skill scores in the post-test were higher than the sub-skill scores in the pre-test. It indicated that the students achieved better scores after they were taught by using the TTW strategy.

This finding was in line with the theory of the TTW strategy proposed by Huinker and Laughlin (1996) who argued that the TTW strategy can develop, organize, and create ideas by thinking, talking, and writing. By using this strategy, students can share their ideas with each

other. Each step of the TTW strategy allows students to discuss their difficulties to write a text.

It is also supported by Rani (2018) who found that the experimental class taught by using TTW got a higher post-test score than the control class in terms of content, organization, vocabulary, grammar, and mechanics in teaching announcement text. She said that before the TTW strategy was implemented, most of the students were confused to make an announcement text. After TTW was implemented, the students understood the language features of announcement text and also the vocabulary of students increased because they had more ideas from the discussion in the group.

In short, the implementation of the TTW strategy in teaching writing could improve students' achievement in some writing texts. It can be seen that the TTW strategy can improve students' writing skills on descriptive, announcement, and recount text. It is proven by the mean score of each previous research that has a significant difference between pre-test and post-test.

The Students' Responses toward the Use of TTW Strategy in Teaching Writing

The questionnaire was distributed after the treatment of the TTW strategy in the experimental class. The questionnaire consisted of 15 questions that were analyzed statistically by using the Likert Scale.

The result of questionnaires proved that there were positive responses toward the implementation of the TTW strategy in teaching writing. The students agreed that the TTW strategy is one of the appropriate strategies for teaching writing. They felt satisfied with their scores after learning with the TTW strategy. Almost all of the students said that learning writing by using TTW was easier because they can develop their ideas from the result of the discussion group. Thus, they did not need to spend a lot of time to think about the idea to start writing. They also said that the TTW strategy made them understand every part of their writing. Thus, the finding proved the second research question that there is a positive response from the students toward the implementation of the TTW strategy to improve their writing skills.

Furthermore, Asnita (2012) found that the TTW strategy can effectively improve students' performance in writing descriptive text. The students focused on what the teacher instructed and they found the benefit of the teaching material for their life. Later, they felt motivated to write a text because they knew exactly what was expected of them.

Besides, Kusumaningrum (2015) found the implementation of the TTW strategy effected the students 'motivation in learning writing. They were active, enthusiastic and interested in writing.

From the discussion above, we can conclude that the implementation of the TTW strategy made the students motivated and more active in learning writing. By sharing and expressing their ideas in a group, they knew how to start the writing because they got the ideas from their friends, contributing to their production of a good piece of writing.

CONCLUSION AND SUGGESTION

Conclusions

This research was designed to see the use of TTW strategy in teaching writing an analytical exposition text. It was done by finding out whether or not there was a significant difference in achievement between the students taught by using the TTW strategy and those taught by using expository strategy.

After analyzing the data for both experimental and control classes, it showed that there was an improvement in the post-test compared to the pre-test score. The increase in the experimental class was more significant than that of the control class. The result data shows that the mean score of the pre-test in the experimental class was 61.47, whereas the mean score of the post-test was 76.67. Besides, the z-score for both pre-test and post-test in the experimental class was -11.09. This score was out of the limitation area (-1.96 and 1.96) at the level of significance of 5%. It can be concluded that there was a significant difference in writing analytical exposition text achievement between the students taught by using TTW strategy and those taught without using the TTW strategy.

In addition, this research conducted a questionnaire to know the students' responses toward the use of the TTW strategy in writing analytical exposition text. The result showed that almost all of the students gave positive responses to the implementation of the TTW strategy. They were encouraged to write a text by discussing and sharing their ideas with each other in the group. They helped each other in the process of writing an analytical exposition text. The students were also motivated to learn writing because they did not need much time to think about the ideas to start writing a text. It can be seen from the responses of the questionnaire statements. In conclusion, the students gave positive

responses to the implementation of the TTW strategy in teaching writing an analytical exposition text.

Suggestions

The researchers would like to present some suggestions for English teachers in teaching writing, especially writing analytical exposition text. English teachers should know all the aspects of English including writing a text. They are expected to further learn to increase their capacity particularly the important skills that the students need.

English teachers should provide various teaching strategies, especially in writing class to attract the student's motivation and activeness in writing. TTW strategy should be considered as an alternative way of teaching writing since its effectiveness has been proven in this research.

For students, they can implement this strategy to enhance their knowledge of the writing aspects. They should practice more on how to write an analytical exposition text in every task and activity.

Besides, the finding could also be used for a further researcher for the development of theory. For further researchers who are interested in conducting a similar study, this research can be used as an additional reference in conducting other features concerning the implementation of the TTW strategy. In this research, there were five meetings for the treatment. Therefore, it can be more meetings that fit the study so that the time could be sufficient in getting the data needed.

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