

Implementation of Think Talk Write Learning Strategy (TTW) In Improving Write Skills German Language

(Class Action Research Studies on German Students FBS UNM)

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Abstract: This study aims to determine the process and results of improving students' writing skills through Think Talk Write learning strategy. This research is a class action research study consisting of three cycles conducted on the students of German Language Study Program of Makassar State University from January to May 2017. The data are collected through observation, interview, questionnaire and diary. The collected data were analyzed statistically descriptively. The result of data analysis shows that the implementation of Think Talk Write strategy can improve students' ability in writing German language. The data indicated by the average score of pre-test obtained by students is 54.6 test results in cycle 1 increased to 64.50 in the second cycle the average student's writing skill achievement increased to 76.50 and the test results on the third cycle increased to 88.50. This means that the learning strategy Think Talk Write is very effective in improving students' skills in writing German.

Keywords: German writing skills, learning strategy of Think Talk Write.

1. PRELIMINARY

Higher Education is the level of education that accommodates students to explore various disciplines as their stock before plunging into the community. It is also an attempt to create human resources ready to work in this globalization era. Therefore, the students as the next generation must have various skills, one of them is German language skill.

German language skills include four aspects: listening ability (*Hoerverstehen*), speaking (*Sprechfertigkeit*), reading (*Leseverstehen*) and writing skills (*Schreibfertigkeit*). The four aspects of language are related to each other. Reading and listening skills are included in receptive skills, while speaking and writing are included in productive abilities. Listening and speaking is a direct communication while reading and writing activities is not direct communication. Reading and writing activities are two complementary activities. Writing skills demand the development of thought patterns or ideas. Writing is a productive and expressive activity. Without the habit of reading someone will be difficult in writing. Good writing will excite readers and good readers always yearn for quality writing (Tarigan, 2008:8). Writing skills have a very important role. These skills cannot be directly controlled by learners but must go through the exercise of

expression in the form of written language between one individual with another in communication. Related to that Dendy Sugono (2009:15) states that the language as a means of expression and means of communication in daily life. Through written language one can express ideas, ideas and thoughts to achieve the goals. Writing is the basis for learning science and improving communication. Through the implementation of Think Talk Write strategy students can improve their insight and understanding of intellectuals on various disciplines and communication and interaction globally, and develop language skills. To facilitate the development of writing skills and facilitate the process of this writing, the teacher is producing a meaningful writing in accordance with the learning objectives to be achieved. In this process there are various things that must be emphasized, namely in the process of learning this writing include the mastery of vocabulary and grammar, the ability to express ideas, thoughts or ideas Which correspond to the type of writing that will be produced, the accuracy in writing and the accuracy in using the sentence.

Writing is a type of skill that is more difficult to be mastered by learners than other language skills. Writing is not a matter of pouring a language into a system, writing is a process of thinking in truth that requires a sufficient ability and interest in what is to be written.

German writing skills based on the German curriculum are presented in the form of writing skills based on the

the previous pre-requisite courses have been graduated, and presented starting from the first semester to semester VI. The purpose of teaching German writing skills is to assist or equip students with the ability to write different types of writing such as narrative, argumentative, exposition, letter writing, resume, personal data, reviews, reports or papers.

From the result of value observation and interview with some lecturers of *Lesen und Schreiben* lecturer, obtained information that the average student in the course is not bad but has not Reached the maximum results in accordance with the expected demands of mastery learning. The lack of maximum learning outcomes is seen in the still many students who are less able to pour ideas and ideas into the form of writing is correct. In addition, the mastery of vocabulary and their ability in preparing the sentence is also not sufficient.

In general, the results obtained by students are influenced by various factors, among others, the students themselves, facilities and learning infrastructure and faculty. Similarly, in the learning of German writing skills, that is still not maximal learning outcomes achieved by students most likely cannot be separated from these factors. One of them is the technique factor or learning strategy used by lecturers in presenting less varied learning materials so that less effective teaching and learning process that causes students' understanding of the material presented less than the maximum.

Writing skills is a process of thinking that consists of a series of activities associated with learning influenced by many factors. One of them is the lecturer in this case the lecturer plays an important role in directing the learning process to achieve the goal. Learning strategy used by lecturers is very influential in achievement of student achievement. One of the strategies or models of writing skill learning is Think-Talk-Write (TTW). This strategy can be used to develop the learning system effectively and efficiently. According to Huda (2013:218) that TTW strategy is a cooperative learning strategy that encourages students to think, talk and then write a certain topic. Through this Think-Talk-Write strategy learners can work on ideas that have been discussed before putting them into writing. In addition, this TTW strategy invites students to think first about the material related to daily problems, then they are invited to exchange ideas in group discussion, and then poured the ideas obtained in the previous stage into writing. The writings produced by learners are the result of reflection and the process of brainstorming during group discussions.

delivered (listening, stretching). Reading are communicated through presentations, discussions, and then make a report presentation or discussion.

Suryaman (2010:26) states that Think Talk Write strategy is a tactic that someone from an organization is designed to achieve the goal. Cooperative learning strategy is a learning strategy that provides opportunities for learners to work together and discuss to achieve a goal. Think Talk Write Strategy is a cooperative learning strategy that provides two skills training namely speaking and writing skills to achieve the purpose of language learning. Think Talk Write Strategy is one of cooperative learning that can stimulate learners to be more active to construct or build understanding independently. This strategy is known as cooperative learning in groups. Huinker and Laughlin (2008) and Anshari (2008) state that in the learning process using TTW, awakening will be done through thinking, speaking and writing. This strategy is an engaging learners in thinking and dialogues with themselves after going through the process of reading, then talking and sharing ideas (discussion) with friends before writing.

Slavin (2009:19) suggests that there are three kinds of cooperative theory is the theory of social motivation which assumes that there are three objectives of learners in group learning that is (1) cooperative ie students try to contribute to the achievement of other member goals, (2) social comparison of other members, (3) individualistic theory. In this theory learner does not have any consequences for the achievement of other member. Therefore, to achieve personal goals, group members are encouraged to work together so that the group can succeed to the fullest. The second theory is cognitive social learning emphasizes the influence of cooperation on the success that will be achieved group. In this theory the steps are as follows:

- a. Think (thinking), at this stage the thinking process is done to understand the material individually which then the results of the thinking process was used as a discussion in the group.
- b. Talk (talking / discussing), the discussion process is intended so that learners can exchange thoughts and reflect the results of understanding at the stage of discussion. Interaction between learners is expected to produce a solution to the understanding of the given material. In this stage, the results of communicate learners will be seen in the discussion.
- c. Write (write), this writing stage is the final goal of learning. At this stage learners are asked to write down the ideas they get at the thinking and discussion stage.

1. Classes are divided into groups of 4 to 5 people (adjusted to classroom conditions).
2. Students are assigned a topic as a task and they individually search for as much information related to the topic.
3. In groups, the students formed interact. Collaborate and discuss to discuss topics that have been previously studied individually. In the process of the discussion, the student should record new knowledge that may help him and the writing process later.
4. Reconstruct the knowledge acquired at the time of discussion, then pour in the form of writing.

In general, ability can be equated with skills that refer to the relatively stable skills a person possesses in performing certain activities (Colquitt, 2009:337). In relation to language learning and learning, ability or skill is a real production (speaking and writing) or understanding (listening and reading) of linguistic events (Brown, 2007:35).

Furthermore, the definition of writing according to Schneider is "talking" is to speak by using the symbol of sound. He thinks that writing is the same as speaking because it is a representation of language in a textual medium through the use of a series of signs or symbols called the writing system (Schneider, 2011:1). Similar opinion expressed by Nurgiyantoro (2012:422) that in principle writing activities are not different from the activities of speaking because of activities that produce language and communicate thoughts in writing.

The same notion by Dalman (2012:1) that writing as a form of delivery of messages (communication) by using written language as the medium. In written communication, there are four elements involved, namely 1) the author as a messenger, 2) message or content writing, 3) channel or media in the form of writing, and 4) the reader as the recipient of the message. Writing activities require the involvement of authors think deeply to find the problems conveyed in the form of ideas to the reader with the arrangement and compilation of writing that coherent for reader's thoughts the same as the author.

Another definition proposed by O'Malley & Pierce that writing is an activity to express thoughts and ideas in specific topics with using background knowledge and complex mental processes in developing ideas and insights (O'Malley & Pierce, 2008:136).

From some opinions, it can be concluded that writing is a skill in the language that train someone to think critically in the development of ideas or ideas into the form of writing. If it is related to the understanding of the skill or ability, it can be concluded that writing skill is the ability

Writing skills include a variety of abilities: 1) the ability to use language appropriately, 2) the ability to organize content in the form of essays, and 3) the ability to choose language style and choice of the right words (Saddhono, 2012: 103).

In general, the stage or the writing process is 1) prewriting stage the author thinks about topics and ideas that emerged. 2) Drafting is the stage of a plan mapping or drafting, 3) revising.

In line with this, Boerner (1999) forward four steps in the writing process: 1) *Planen, Ideen erzeugen, Zielen setzen, Inhalt und Perspektive waehlen* (planning, idea generation, goal setting, content arrangement and perspective selection); 2) *Formulieren: Ausdruecken, Aufschreiben* (formulation: declare and write down); 3) *Übertreiben: Lesen und verbessern* (Correction of reading and repair); 4) *Produzieren: Fertigstellung des produzierten Text* (ready to produce writing).

Furthermore, Harmer (2004:4) forward four play elements in the writing process, namely: 1) Planning items, namely author think about writing they will generate, 2) Drafting is the stage of drafting, 3) Editing is editing phase correction of existing post to check Whether writing should be continued or revised., 4) the final verification stage where the working end of the article.

In connection with these opinions, Alex e.l. state that the writing process consists of three stages: 1) Preparation (preparation stage) includes the manufacture of writing plan (outline), found the idea attractive (eye catching) and find keywords (key word finding), 2) Drafting ie the writing stage, 3) Editing ie the editing stage that includes pay attention to the word choice, punctuation, pay attention to the relationship between sentence and paragraph, fan the essay as a whole.

From some of Reviews These can be concluded that an outline of the writing process consists of Several stages namely preparation, drafts, writing, revision and writing the results of the revision.

An article is said to be good if it contains all the components that have been Discussed clearly and intact. Component of the assessment of writing skills by Bolton (2008:132) includes: 1) *Behershung der Grammatik und Wortwahl* (mastery of grammar and vocabulary), 2) *Behershung der Ortographie* (mastery of punctuation), 3) *Kommunikative Angemessenheit* (use of language communicative), 4) *Sprachliche Richtigkeit* (The accuracy of language).

Alderson (2002:116) suggests components assessment in writing skill, namely: 1) content (content), 2) org

components of the assessment in writing skills items, namely: 1) the content of the idea. 2) the organization of content, 3) grammar, 4) style, choice of words and grammatical structures, and 5) the spelling and punctuation.

From some opinions mentioned above can be concluded that the components that need to be considered in the assessment of writing skills is the contents of essay, organization writing, vocabulary and grammar and spelling and punctuation.

2. METHOD

This study uses action research (Action Research) by referring to the theory advanced by Elliot with two methods: qualitative and quantitative methods. Qualitative methods are used to describe the activities and events conducted during the study, whereas quantitative methods used to analyze the study results or to compare values obtained learning outcomes of students in the skills of writing skills.

On the findings and facts analysis obtained from the observation, interview and test scores on the pre-research obtained the fact that one of the factors causing the low quality of learning outcomes obtained by students in writing skills is the lack of variety of methods or learning strategies used by lecturers in presenting the material.

Implementation of the action with the use of Think Talk Write model or cooperative learning strategy built through the process of thinking, speaking and writing will address the above issues. Observations were made to observe the interest of researchers and students at each meeting in the learning process.

In the evaluation phase of the implementation of the action there are two things that will be implemented by researchers and collaborators is the evaluation carried out through the assignment either individually or in groups.

At the end of each cycle researchers and collaborators reflect on the learning process and learning outcomes that are collected through tests according to the stages that have been designed.

The population of this research is the students of German study program. While the sample will be a sixth semester student programming Schriflicher Ausdruck course which is a continuation course of Schreibfertigkeit 1 and 2 courses (writing skills 1 and 2).

The research data was obtained by using the writing skill test instrument which was given in accordance with the theme contained in the text book which became the main hand in Schriflicher

Lattice Instruments

Components Writing Skills	Description
The contents (Content)	The idea is clear, to the topic, specific parts of an integr Appropriate. developed the idea.
Organization	Writing is well o the idea is clear, lo effective order and cohesion and coher
Said Options	The use of th efficient and di Writing a compl proper word, varies. Skilled ch right words and eff
Grammar	Using an effici effective sentence, with the proper structure.
Mechanical (Rule Writing)	Using spelling an punctuation.

The instruments used in this resea

1. The test used to measure students' writ that becomes a sample consisting of and post-test.
2. Observations used to collect data be during the process of action execution out.
3. Field notes intended to paint or re events during the study in which inf on the implementation of actions, lecturer and student activities and cor on the implementation of the action.

The collected data is analyzed by using de statistic percentage

3. RESULTS AND DISCUSSION

From the pre-test result given before the given the average value obtained by the s 54,60. The average value obtained is still the expected standard of learning comp Therefore, a class action is done by d learning process with Think-Talk-Write with three cycles, and each cycle is h meetings. At each cycle there are stages: p execution, observation, and reflection.

In cycle 1 which is held for 2 ends with giving test at end of cycle. The score that students get is 64.5. The avera of their learning outcomes has increased yet reached the established learning comp

cycle, obtained information that the learning steps are done is good, but the implementation of this TTW strategy is not maximized, the proportion of time used for learning activities in TTW (Think, Talk and Write) has not been balanced. Students are still given plenty of time to think (think), and the proportion of time for discussion (Talk) is less so that the ideas to be written (Write) very little obtained from the results of their discussion. The average value obtained from their learning outcomes was 76.5. The average acquisition value has already reached the established standard of learning completeness, however efforts to further improve the learning outcomes continue to be done. Therefore, the learning process is continued by giving treatment in cycle 3.

Implementation of actions that have been done in the previous cycle has provided an idea that the application of cooperative learning with Think-Talk-Write strategy has a good effect on improving students' ability in writing German. But still in the standard mastery learning. In the implementation of the second cycle there is an increase in learning outcomes both individually and in groups from the first cycle. From the results of the tests given at the end of cycle 3 obtained the average value of student learning outcomes increased to 88.5. The acquisition of the average score indicates a very significant improvement that is already beyond the expected standard of learning completeness. This has proven that the implementation of the Think-Talk-Write learning strategy is very effective in improving the skills or ability of students in writing German. Most likely if the learning is continued with the next cycle with various improvements from both the learning execution steps and in addition to the allocation of time, will lead to the achievement of higher learning outcomes than the achievements obtained because to produce a good writing and quality of course requires enough time and training for students.

4. CONCLUSIONS AND SUGGESTIONS

Based on the findings obtained from the results of research and discussion can be concluded that the skills of students in writing German language can be improved through cooperative learning Think-Talk-Write strategy. Student response during the learning process is very good. This is seen in their enthusianms both in discussions and in the work of individual tasks. Referring to the above conclusions and based on findings related to the implementation of Think-Talk-Write strategy in German writing lesson (*Schriflicher Ausdruck*), it is recommended that this Think-Talk-Write strategy learning be one alternative that can be

courses related to writing both the basic (*Schreibfertigkeit*), and advanced (*Arbeitsfertigkeit*).

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