

# THINK-TALK-WRITE STRATEGY IN FLIPPED LEARNING: A STUDY OF EFL STUDENTS' WRITING

Meida Fitriana<sup>1\*</sup>, Liliana Muliastuti<sup>2</sup>, Zainal Rafli<sup>3</sup>, Endry Boeriswati<sup>4</sup>

<sup>1234</sup> Universitas Negeri Jakarta, Indonesia

\*[Meidafitriana\\_9906917023@mhs.unj.ac.id](mailto:Meidafitriana_9906917023@mhs.unj.ac.id)

## ABSTRACT

General problems encountered by EFL learners in writing class are lack of vocabulary, restricted prior knowledge, the anxiety to express idea, and limited grammar. In digital age, the students and teachers are able to apply ICT to support teaching and learning, writing. This research was descriptive qualitative research and it was conducted at second semester of English education students at Faletehan University. The researchers used four techniques of collecting data, such as spreading out the questionnaire, test, observation, and interview. The results showed that the implementation of TTW strategy in flipped learning was able to increase students' writing ability. The EFL students got better

## 1. INTRODUCTION

Writing is one of complex activities intended to convey ideas, feelings, attitudes and information in writing to readers. In essence, writing is an organized thinking process that requires special skills in order to produce quality writing. Thus, the message in writing can be understood by the reader properly. For academics, the habit of writing is very necessary for the completion of the final assignment, as proof that students are agents of change, train critical thinking, systematic processes in conveying ideas, and as personal branding. Nowadays, writing is still a problem for most students, especially for new students. Many students are still unable to process words properly to make them into good writing. Some even just copy (read: copy-paste) and combine writing from various sources to be included in assignments without understanding the intent of the writing itself. When the students present their papers, many of them only read sheet after sheet, line after line of letters written on it. So that the points they want to convey are limited by the text written. How could this happen? This is due to the lack of reading and writing habits by students even though these two things are the most basic reasons. In fact, the ability to write is not only needed to do campus assignments but is also very much needed by most people. However, this cannot be obtained instantly. There is a process that must be done in order to make good writing.

Furthermore, writing is an imperative activity or skill for digital generation especially for students in tertiary institutions. How not, in education and work field writing skill is needed for the sustainability of their academics and careers. Moreover, writing in English is actually quite difficult for many people to do. Writing activities are divided into several parts, one of them is academic writing activity. According to Karim & Mursitama (2015) "*writing produces a product that shows someone's quality.*" In addition, with their academic writing skills, students' imagination will be sharper and their language mastery is increased. Even in this era, someone writing result will be used as

writing result after this strategy in teaching was applied in learning. They could explore and share the idea each other either virtually or onsite.

Keywords: *TTW Strategy, Flipped Learning, Academic Writing*

such as the implementation of flipped learning in writing class. This research is aimed to discuss the importance of Think-Talk-Write (TTW) strategy to improve EFL students' writing through flipped learning and students' perspective of it. Think-Talk-Write strategy can be helpful for students to build their own knowledge because those components are essential parts in the process of

one of assessment aspects for those who are applying a job. Writing skill is often needed to measure knowledge in most exams, whether they are testing in foreign language abilities or other skills (Harmer, 2004). Moreover, according to Nunan (1991), "*writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once*". Thus, the English lecturer especially for them who teaches writing course has a big responsibility to help students improving writing ability. Since students-centered method is highly recommended in any kind of teaching process, the lecturer is expected to construct the way of teaching learning process to be more effective and match toward students' needs.

The above problems must be overcome. Hence, the use of precise strategy in the classroom is one of the ways to overcome students' writing difficulty especially in academic writing. Based on preliminary research, the students need to deal with such listening and speaking activity before starting to write the composition. Definitely, it would be easier to construct idea or written text when they previously passed the oral cycle. Related to those matters, the researchers decide to apply Think-Talk-Write (TTW) strategy by Huinker and Launglin (1996) in teaching academic writing. TTW (Think-Talk-Write) strategy is expected to assist students more active in the classroom, facilitates students to practice more, overcome students' writing difficulty and also expected to be able to motivate students each other. Nowadays, technology involvement in the classroom is highly recommended to support teaching and learning process. Based on preliminary research, the implementation of flipped learning can give significant improvement through students writing ability. Moreover, post-pandemic era, the majority of teaching process was done by virtual class. So, the lecturer should be able to select online platform to support teaching process. So far, there has been a lot of research related to learning strategies for offline classes, this research presents the concept of developing online class strategies through the concept of flipped learning. Flipped learning is one of the right concepts for now. From Ahmed's research (2016) it showed that students have a positive attitude

towards the flipped classroom during the process of learning to write.

## 2. LITERATURE REVIEW

Strategy is the steps of each activity that have been determined sequentially. If it is related to the process of implementing education, strategy is a procedure related to a series of learning activities in the classroom. The process of learning to write involves the ability to think at every stage. Therefore, learning strategies are an important way of successful learning activities in the classroom. Learning strategy is a sequence of procedures to achieve learning, and the specific procedures in this sequence are called learning tactics (Schmeck, 2014). Think-Talk-Write strategy is a learning approach that prioritizes the basis of communication. Think-Talk-Write is a strategy introduced by Huinker and Laughlin (1996) with basically built through thinking, speaking and writing activity. In other hand, Maulidah, et al. (2013) stated that Think-Talk-Write (TTW) is a strategy that facilitating language exercise both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think-Talk-Write Strategy is able to encourage students to think, talk, and write based on the certain topic. The students' involvement in learning activity through TTW strategy could give effective atmosphere in writing class.

Furthermore, in this strategy the students must be able to (1) read and write well, and (2) receive and convey information. Huinker and Laughlin (1996) argued that Think-Talk-Write learning strategy is a strategy that facilitates practicing spoken and written language fluently. Through this strategy, students are encouraged to think, speak, and then write about a particular topic (Maulidah et al, 2013). According to Hamdayama (2014), there are several benefits of this strategy, namely (a) TTW strategy can help students in constructing their own knowledge to have better understanding, students can communicate or discuss their thoughts with their friends so that student help each other and share ideas. It can understand the material being taught; (b) based learning model communication with strategy (TTW) can train students to write down the results of discussion into written form systematically so students will get better understanding about the material and help students to communicate their ideas in written form.

The several theories that have been presented, and it is synthesized that Think-Talk-Write learning strategy developed in this study is in harmony with English academic writing process. Strategies are developed according to the needs of students in the English academic writing stage so that their writing skills become better. Various tactics are designed at each stage of the academic writing learning strategy. The process of implementing the Think-Talk-Write strategy is designed at the right time so that students' minds can manage ideas that can develop writing. Students can apply their thoughts and dialogue with themselves about the ideas that have been developed. Thus, the use of TTW strategy can help students overcoming their difficulty in writing because as explained above writing is one of the most complexity activities that needs students' prior knowledge.

According to Petchko (2018) "*academic writing is defined as research-based writing done for an academic audience in response to scholarly literature or data*". It can be said that

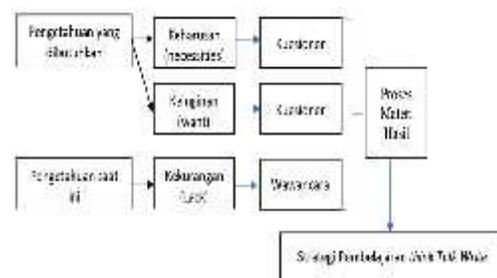
academic writing is a process of writing based on research for academic purposes and academic readers. Petchko also added that academic writing must be based on questions and how to get answers to these questions. Therefore, it is important for every academic writer to understand how research is conducted. In addition, according to Oshima & Hogue (2007), academic writing is a type of writing used in high schools which must be understood to complete sentence rules, choice of diction, and also how to organize ideas. Flipped Classroom is a learning model that utilizes the goodness of technology (online learning). Flipped Classroom is also commonly referred to as an inverted class. The MFC idea was first initiated by (Lage et al., 2000). According to Lage quoted from (Smith et al., 2018) Flipped Classroom is a class flipping concept which means that events that occurred traditionally in the classroom now take place outside the classroom and vice versa.

## 3. METHODS

The participants of this research were 28 English education students at Faletehan University. This research was a descriptive qualitative. Freeman and Long (1991) stated that descriptive qualitative is the study which is designed to identify and describe the observed phenomena in the form of words rather than in number. The researchers used four kinds of collecting data, such as having test, observation, questionnaire and interview section. The test was used to know students writing improvement, while the observation and interview were used to know students' perspective toward the use of TTW strategy through Flipped learning in academic writing class. Analyzing the data was the most important part in research method. The data of pretest and post-test would be analyzed by using statistical analysis.

## 4. RESULTS AND DISCUSSION

Needs analysis for Think-Talk-Write learning strategies for learning English academic writing through flipped learning refers to Nation and Macalister consisting of three main components namely necessity, deficiency, and desire which are carried out with different methods. Some of the methods used for needs analysis refer to Hoghghi & Long's (2004), namely interviews, questionnaire, observations, and tests. The four methods were chosen based on the characteristics of the model to be developed and of course adjusted to the ability of the researchers. The following is a needs analysis framework that has been adapted from



reference theory.

## 5. CONCLUSION

The findings concluded that the implementation of Think-Talk-Write strategy through Flipped learning could improve students' writing ability. Moreover, the finding also indicated that students' perspective on the use of it is very good. It was proven from the observation along the research and students' answers on interview section. Further research can try to develop this strategy to be implemented in any kind of courses that is accordance on students' need.

## 6. ACKNOWLEDGMENT

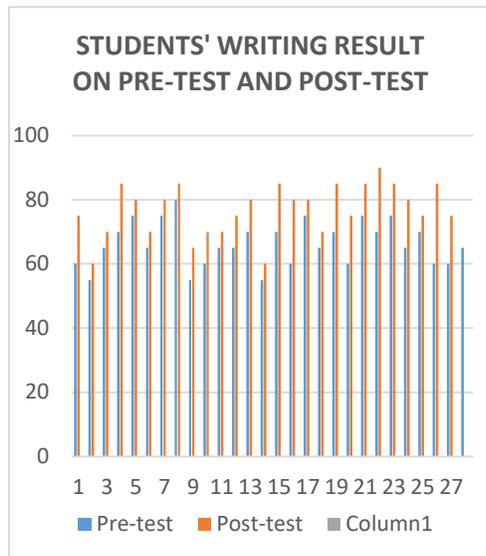
I would like to express my deep gratitude to Dr. Liliana Muliastuti, M.Pd., Prof. Dr. Zainal Rafli, M.Pd and Prof. Dr. Endry Boeriswati as my research supervisors, for the supervision, advice, guidance, motivation from the very early stage of this research as well as giving me extraordinary experiences throughout the past few years. Finally, I wish to thank my husband and my parents for the support and encouragement throughout my study.

## 7. REFERENCES

- Ahmed, Mervat. (2016). *The Effect of a Flipping Classroom on Writing Skill in English as a Foreign Language and Students' Attitude Towards Flipping*. [https://www.researchgate.net/publication/311628724\\_The\\_Effect\\_of\\_a\\_Flipping\\_Classroom\\_on\\_Writing\\_Skill\\_in\\_English\\_as\\_a\\_Foreign\\_Language\\_and\\_Students%27\\_Attitude\\_Towards\\_Flipping](https://www.researchgate.net/publication/311628724_The_Effect_of_a_Flipping_Classroom_on_Writing_Skill_in_English_as_a_Foreign_Language_and_Students%27_Attitude_Towards_Flipping). DOI:10.17265/1539-8080/2016.02.003
- Freeman, D. L. & Long, M.H. (1991). *An Introduction to second Language Acquisition Research*. London: Longman.
- Hamdayama, J. (2014). *Model dan Metode Pembelajaran Kreatif dan Berkarakter*. Bogor: Ghalia Indonesia.
- Harmer, J. (2004). *How to Teach Writing*. Malaysia: Longman
- Hoghughi, M. S. & Long, N. (2004). *Handbook of Parenting: Theory and Research for Practice*. India: SAGE Publication.
- Huinker, D. & Laughlin, C., (1996). Talk your way into writing. In P. C. Elliot & M. J. Kenney (Eds.), *Communication in Mathematics k-12 and beyond* (pp. 81-88). Reston,VA: National Council of Teachers of Mathematics, Inc.
- Karim, M. F., & Mursitama, T. N. (2015). *Menulis Akademik*. Depok: Linea Pustaka.
- Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*. 31, 30-43.
- Maulidah, Musyarofah, Aulia. (2013). Think-Talk-Write (TTW) Strategy for Teaching Descriptive Writing. *English Education*.

**Figure 1. Students' Need Analysis**

Analysis of the requirements that have been distributed to students, as a whole shows student agreement related to the questions given for Think-Talk-Write learning strategy model for learning English academic writing through flipped learning. Based on the research, the result showed that the implementation of TTW strategy in flipped learning could improve students' writing ability. It was proven by the result of pre-test and post-test conducted by 28 students.



**Figure 2. Test Results**

Moreover, the result of interview and observation also indicated that students of English education major at Faletihan University have good perspective toward the implementation of TTW through flipped learning in academic writing class. In addition, the results of observations as a whole concluded that the TTW learning strategy had been implemented well in English academic writing online classes. The stages in the Think-Talk-Write learning strategy are in accordance with the needs of students in the process of learning English academic writing through flipped learning. Thus, the Think-Talk-Write learning strategy is in accordance with the needs of mastering aspects of English academic writing for students. In addition, the usefulness of the TTW learning strategy in developing flipped learning-based academic writing skills for students has a positive impact on improving English writing skills. Furthermore, most of the students gave good responses toward the implementation of TTW strategy. The students felt enthusiastic in learning academic writing. They were also more interested to and motivated in writing activities.

Nunan, D. (1991). *Language Teaching Methodology; A text Book for Teacher*. New York: Prentice Hall.

Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. Pearson.

Petchko, K. (2018). What Is Academic Writing? In *How to Write About Economics and Public Policy* (pp. 1–18). Elsevier. <https://doi.org/10.1016/b978-0-12-813010-0.00001-6>

Schmeck, R. R. (2014). *Learning Strategies and Learning Styles*. Springer Science. New York: Plenum Press.

Smith, T. E., Rama, P. S., & Helms, J. R. (2018a). Teaching critical thinking in a GE class : A flipped model. *Thinking Skills and Creativity*, 28 November 2017,73–83. <https://doi.org/10.1016/j.tsc.2018.02.010>