

Improving writing skills of expository text with 'think, talk, write' learning method

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Abstract: This study was aimed at describing the learning process of writing expository texts in class VII C SMP Ekakapti Karangmojo Gunungkidul, through the use of the TTW learning method. and describing the results of writing an exposition text for class VII C SMP Ekakapti Karangmojo Gunungkidul using the TTW learning method. This research is a Classroom Action Research (CAR). The technique of analyzing the data is using quantitative and qualitative techniques. Based on the results of the study, the conclusions that can be drawn are as follows. *First*, their exposition text writing skills have improved after using the TTW learning method. The improvement in writing exposition text skills was known from the pre-cycle, first cycle, and second cycle tests. The average score of their pre-cycle was 58.67. This result belongs to the poor category. Furthermore, for the average score in the first cycle the result was 75.63 so that it can be said to have increased and is included in the good category. Thus, there was an increase of 16.96% from the pre-cycle. In the second cycle, the average score achieved was 82.61. This result is included in the good category as well. Thus, there was an increase from the first cycle of 6.98% and 23.94% of the pre-cycle results. *Second*, learning to write Exposition texts through the TTW learning method has been proven to be able to change students' negative attitudes and behaviors into positive ones. These changes can make students who are less enthusiastic and less active become more alert, excited, happy, and able to enjoy learning. Students become more active in thinking (think), actively discussing (talk), and more actively writing exposition texts (write).

Keywords: *improvement, exposition text, think, talk, write learning method*

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INTRODUCTION

In the implementation of Indonesian language learning in schools, especially in junior high schools, there are four aspects of language skills, namely listening, speaking, reading, and writing. The four language skills must be mastered by the students, especially the competence of writing skills. With the competence of writing skills, students can express all the ideas, ideas, and opinions that are in their minds. Writing skills can only be acquired and mastered by way of practice and lots of practice because practicing language skills also means training thinking skills (Arifin, Huda, & Listyarini, 2019; Asy'ari, Ikhsan, & Muhali, 2019; Nuryanto, Abidin, Setijowati, & Sismulyasih, 2018).

In making written or oral texts, there are several things that need to be considered in order to produce an effective text (Budiyono et al., 2016, 2018, 2021; Kridhalaksana: 2011;

Wong: 2002; Ehrlich Stueatberg, Gorton & Joice, 1982). Among them the author must have an object to be discussed, thought about, and contemplated in expressing his ideas or ideas clearly, then developing it into a sentence form that is in accordance with the type of text in question.

The 2013 curriculum in Indonesian subjects uses a text-based approach. This approach is oriented so that students are able to produce and use texts that are in accordance with their social goals and functions. In the text-based learning process, the Indonesian language taught is not only as knowledge of the language, but also as a text that has a self-actualizing function that is aligned with the social and academic context. The text must be seen as a language unit that has contextual meaning. Attitude competence in an integrated manner is developed through the competence of linguistic knowledge and competence of language skills. The scope of the material includes language (as knowledge of Indonesian); literature (can understand, appreciate, respond, analyze, and create a literary work); and literacy (expanding Indonesian language competence for various purposes, particularly those related to reading and writing). This statement is in accordance with the program of the Ministry of Education and Culture, 2017 Junior High School/Madrasah Tsanawiyah Subject Syllabus Model, page 1.

Basic Competence (*Kompetensi Dasar/KD*) writing skills are the most difficult skills for students to master when compared to other language skills. In addition, learning writing skills, from observational data, has proven not to be encouraging because problems often arise in the learning process. The problems encountered include, writing spelling (writing letters and punctuation), writing sentences, compiling paragraphs, and so on. Therefore, writing requires thoroughness and knowledge of sentence structure, and spelling. Several stages of writing to get to students' understanding in school institutions include writing letters, writing syllables, writing words, writing sentences, writing paragraphs, and writing essays consisting of several paragraphs.

At SMP Ekakapti Karangmojo Gunungkidul grade VII, based on interviews with Indonesian language teachers, there are several problems that are often done by students in writing, among others, writing letters, punctuation marks, and choice of words in sentences. In writing letters, students often make mistakes. Some errors in writing letters, namely the procedure for writing capital letters and lowercase letters. The child wrote the wrong letter at the beginning of the sentence, the name of the person, the name of important places, the name of the position, the title of the essay, and so on.

This is what is often found in learning to write at *SMP Ekakapti Karangmojo Gunungkidul* class VII. In writing expository texts, students are often introduced to various types of exposition texts, but after practicing them, students find it difficult to put them in. These problems include: (1) lack of interest in participating in Indonesian language learning activities, (2) students' lack of understanding of the structure of exposition texts, (3) lack of student skills in writing exposition texts, (4) difficulty of putting ideas into text form. exposition, (5) the lack of preparedness of students in participating in learning.

When learning to write exposition texts, most students have difficulty finding and determining materials for writing exposition texts. When learning takes place, students are rarely given examples that serve as guidelines for writing. As a result, they have difficulty compiling materials when writing expository texts. In addition, there are still students who make mistakes in writing exposition texts, especially on the structural aspects of exposition texts. Students are less able to compose writing that is in accordance with the structure of the exposition text

in the form of a statement of opinion (thesis), argumentation, and reaffirmation of opinion. Another aspect is about the content of the text, the selection and sorting of vocabulary, arranging sentences in the text, and writing procedures that are in accordance with the assessment rubric in the 2013 education curriculum system.

Students' writing skills are still limited, especially in writing this exposition text. This can be seen from the achievement of the average grade that should have reached the Minimum Completeness Criteria (KKM) of 75 or the conversion value according to the 2013 curriculum, which is 2.66, only an average score of 67.5 was achieved on the skills test. In addition to the value, the achievement of indicators is also not maximized. The learning indicators that have been formulated by the teacher have not all been achieved properly. The indicators in writing expository texts are knowledge competence in writing expository texts which includes elements and rules of writing exposition texts, behavior which includes religious attitudes, honesty, discipline, responsibility, tolerance, mutual cooperation, courtesy, and self-confidence, and competence in writing exposition text skills.

The factors originating from students include: student motivation in the realm of writing is still very minimal; the concepts or materials possessed by students to be developed into a writing are still very limited; the ability of students in interpreting facts to be written down is still very low; the ability of students to generate ideas or thoughts in the form of sentences that have a logical and coherent unity, bound by the structure of the language. Meanwhile, factors that come from outside the students, among others: the means and methods of learning to write are not yet effective; lack of communicative (harmony) between teachers and students; lack of harmony between students and other students, which affects the interaction process to be uncommunicative. This implies that there is a need for improvement in learning to write with the right learning method.

So far, learning to write expository texts at SMP Ekakapti Karangmojo Gunungkidul class VII has been carried out by the teacher by freeing students to choose the topic to be written. However, this makes students unable to express ideas for writing because students' knowledge is still lacking and students' vocabulary mastery is still minimal. Although learning to write exposition texts has been carried out in a structured manner, students tend to feel bored with the learning process. From the results of interviews with students, it is known that teachers still use the lecture and modeling methods. Teachers still use conventional methods.

The need for innovative learning methods to apply learning materials to write expository texts is seen as very important because students' ability to write texts is still very lacking. Thus, the use of appropriate learning methods can certainly provide maximum results in writing expository texts. Therefore, the researcher tried to use the exposition writing learning method which was the result of an agreement with the Indonesian teacher who taught in class VII.

This study tries to apply appropriate, interesting, effective, and innovative learning methods so that students can be active in learning activities. In addition, teachers must also be able to develop their potential and students' talents in seeking and discovering their own knowledge, as well as being trained in developing their ideas in solving problems. One of the efforts to overcome students' learning difficulties in writing expository texts is to apply learning through the TTW method.

The TTW learning method was chosen in learning to write exposition texts because this method is a new method, which is still rarely used by other researchers, and by teachers.

By basing on previous studies, and the reasons for the researcher's desire to contribute alternative methods of teaching exposition text writing skills for Indonesian Language and Literature teachers in schools in general and in SMP Ekakapti Karangmojo Gunungkidul in particular.

METHOD

Think-Talk-Write (TTW) Method. In this subsection, the article discuss the understanding of the TTW learning method, the stages of the TTW learning method, the role and duties of the teacher in using the TTW learning method, and learning steps with the TTW learning method.

Understanding TTW Learning Methods. According to Arifin, Huda and Listyarini (2019; Rahmawati & Prasetya, 2020; Altabtabae & Shakir, 2020) states that the TTW learning method is a method to train students' skills in reasoning. This method is principally built through the process of thinking, speaking, and writing. The flow of TTW progress starts from the involvement of students in thinking processing or dialogue with themselves after the reading process. Next, discuss and share ideas (sharing) with their friends before writing and finally through group discussions, students can rewrite the results of their thoughts (Jafari & Asgari, 2020; Dwiari, 2016; Prayudha, 2016).

The TTW learning method was first introduced by Huinker. This method emphasizes the need for students to communicate the results of their thoughts. This method begins with students reading first and trying to understand the problem given, then followed by students communicating the results of the reading they get, and finally discussing groups, and negotiating, and then rewriting the results of their thoughts (Arifin, Huda & Listyarini, 2019; Asy'ari, Ikhsan & Muhali, 2019; Dwiari, 2016, Budiyo et al., 2021; Jafari & Asgari, 2020; Jdaitawi, 2019).

From the opinion above, it can be explained that the TTW learning method builds appropriately for thinking, reflecting, and organizing ideas, as well as testing these ideas before students are asked to write. TTW learning method, will build thinking, reflection, and to organize ideas, as well as testing (examining) those ideas before students write them down immediately. The stages of implementing TTW, taking into account the observations of the results of the discussion. Ideas from students are thought out and discussed which show students' ability to talk and share ideas with each other for further writing (NCTM/National Council of Teacher Of Mathematics (Rahim, 2008; Diasa, 2018; Hermanto, 2017; Muhtarom, 2020).

TTW learning method, is a method that facilitates language practice orally and writes the language fluently. TTW learning method, is based on the understanding that learning is a social behavior. The TTW learning method encourages students to think, speak, and then write down something related to a topic (Dwiari, 2016; Amin, Syamsudin., & Zulianto, 2016).

Based on the description above, it can be concluded that the TTW learning method is a method used to train students to develop writing fluently and practice language before writing it. TTW learning method, allows students to influence ideas before writing them down. The TTW learning method also helps students in gathering and developing ideas through structured conversations.

Stages of TTW Learning Method. Ansari (2004) explains that there are three stages in the TTW learning method, namely the thinking stage (think), the speaking or discussion stage (talk), and the writing stage (write). Thinking activity can be seen from the process of reading an exposition text containing a certain topic, then making notes of what has

been read. According to Wiederhold (Ansari, 2004, Kridhalaksana, 2011; Sungatulina, et al, 2016; Supriyadi Asrofah, & Umayya 2022) making meaningful notes that analyze the purpose of the content of the text and examines the materials written. By learning to regularly take or write notes after reading, it will stimulate thinking activities before, during, and after reading.

Corwin (Ansari, 2004) states that after the “think” stage, it is followed by the next stage “talk”, which is communicating using their own words and language. This stage is very important because it will be known: whether it is writing, pictures, signs, or conversations as an intermediary for expression as human language. Phrases are special languages formed to communicate everyday language; understanding of expressions is built through interactions and conversations between individuals which are meaningful social activities; the main way of participating in communication is through talk, where students use language to present ideas about the contents of the text they have just read or something else to their friends, build theories together, share solution methods, and make definitions; forming ideas through the talking process; internalizing ideas formed through thinking and solving problems; and improve and assess the quality of thinking.

Furthermore, Shield and Swinson (Ansari, 2004) mention the “write” stage, which is to write the results of the dialogue on the provided worksheet. Students’ writing activities mean constructing ideas after discussing or having a dialogue between friends, then expressing them through writing. Writing in Indonesian helps to realize one of the learning objectives, namely students’ understanding of the material being studied. Student activities during this stage are: writing solutions to the problems or questions given; organize all work step by step, whether the completion, some using diagrams, graphs, or tables so that they are easy to read and follow up; correcting all work so that it is sure that no work is left behind; and believe that the work is complete, easy to read, and guaranteed authenticity.

Teachers’ Roles and Duties in Using TTW learning methods. The teacher’s roles and duties in an effort to streamline the TTW learning method include: asking questions and assignments that bring involvement, and challenge each student to think; listen carefully to students’ ideas; asking students to express ideas orally and in writing; decide what students explore and bring to the discussion; decide when to provide information, clarify problems, use models, guide, and let students struggle with the problems at hand; and monitor and assess student participation in discussions and decide when and how to encourage each student to participate (Silver & Smith in Ansari 200; Budiyono & Ngumarno: 2021; Wabdaron & Reba, 2020; Suryaman, 2014; Rohman & Mukhibat, 2017).

Learning Steps with TTW Learning Method. The learning steps with the TTW learning method include: The teacher divides the exposition text in the form of a student worksheet that contains instructions, as well as the implementation procedure; Students read the exposition text and make notes from the reading individually to be brought to the discussion forum (think); Students interact and collaborate with friends to discuss the contents of the notes (talk), while the teacher acts as a mediator in the learning environment and; Students construct their own knowledge by writing as a collaboration (write).

Assessment Criteria for Learning to Write Exposition Texts with TTW Learning Methods. The assessment criteria for learning to write expository texts through the TTW learning method include two main aspects that are used as assessment criteria, namely content aspects and language aspects. Content aspects include: Ability to prove the truth of facts (meaning

as a writer of expository text must really present an actual event with various supporting documents); Ability to find errors in the exposition text; Ability to convince readers, and Conformity of the content with the title. Linguistic aspects include: Use of spelling and punctuation; The use of diction and word choice; Sentence effectiveness; and The suitability of the type of exposition text.

Learning to write exposition text with TTW. learning method. Learning to write expository texts using the TTW learning method is a step that provides an opportunity for teachers to be able to choose and create their own learning methods as an effort to improve students' writing skills in class. TTW learning method is a method to train students' skills in reasoning starting from the involvement of students in thinking or dialogue with their friends after the reading process, then discussing in groups and sharing ideas with friends before writing and finally through discussion, students can rewrite the results of their thoughts.

The steps for learning to write an exposition text using the TTW. The steps for learning to write an exposition text using the TTW learning method include: The teacher divides the test questions which contain the topic of the problem in each group (the topic of each group is the same, so it will be known which group can display the exposition text properly and completely); Students read and understand the problem topics given individually; Students interact and collaborate with friends in a group to give each other opinions (support or rebuttal) along with logical reasons about the topic of the problem, then pour in the exposition text, and Each student writes down the answers to the test questions given by the teacher in step 1 on the worksheets that have been distributed by the teacher by constructing their own knowledge as a result of the discussion.

The data analysis technique used is quantitative and qualitative results. The following describes the presentation of the two techniques. Quantitative techniques were used to analyze quantitative data obtained from the results of the exposition text writing test in cycle I and cycle II. The test results are written as a percentage with the following steps: recap the scores obtained by students; calculate the percentage of each interval; and calculate the average value of each aspect. To calculate the percentage value for each interval, you can use the following formula (1). To calculate the average score of each aspect, you can use the following formula (2).

$$NP = \frac{\sum f \times 100\%}{n} \quad (1)$$

Note:

NP : Percentage score for each interval

$\sum f$: The total of frequencies per interval

N : The total of respondents in class

$$\bar{x} = \frac{\sum x}{n} \quad (2)$$

Note:

x : The average score of the test results

$\sum x$: The total score weight for each aspect

N : The total of respondents in class

The results of the calculation of the skill of writing expository text with TTW, from each cycle were compared, namely between the results of the first cycle of tests and the results of the second cycles of tests. These results will provide an overview of the percentage improvement in writing exposition text skills using TTW.

Qualitative techniques are used to analyze qualitative data. This qualitative data was obtained from non-test data, namely observation data, interviews, journals, and photos. The steps for analyzing qualitative data are by analyzing the observation sheet that has been filled out during the lesson. Interview data were analyzed by looking at the notes from the interviews. The teacher's journal data were analyzed by reading the notes made by the researcher, then applying them to a conclusion. Student journal data were analyzed by reading all student journals, then applying them to a conclusion. The results of qualitative data analysis are used to determine students who have difficulty in writing expository texts, to determine the effectiveness of the TTW learning method, in improving exposition text writing skills, and to determine changes in student behavior in cycle I and cycle II.

FINDING AND DISCUSSION

The research results are described in detail as in the description of the explanation at the pre-cycle stage, cycle 1, and cycle 2. In the pre-cycle, the measurement of exposition text writing skills is by giving an exposition text writing test to students without using the TTW learning method. In this case, it means that the researcher has not carried out any research actions. The results of the pre-cycle test were used to determine the initial state of the exposition text writing skills. The test used is to write an exposition text with a free theme according to the abilities, desires, and knowledge of students. Pre-cycle results can be seen in Table 1.

Table 1
Pre-cycle exposition text writing skills test results

Number	Categori	Interval	Frequency	Score weight	Percent (%)	Description
1.	Excellent	85-100	-	-	-	x = 2699: 46 = 58,67 Still lacking (under KKM)
2.	Good	75-84	2	153	4.35	
3.	Fair	60-74	20	1334	43.48	
4.	Poor	0-59	24	1212	52.17	
T o t a l			46	2699	100	

Note: Minimum Completeness Criteria (KKM=MCC)

Table 1 shows the average result of the pre-cycle Exposition Text writing skill test results of 58.67 or in the less category. Students who get a score in the good category are 2 students or 4.35%, the sufficient category is 20 students or 43.48%, and the less category is 24 students or 52.17%.

The first cycle activity is a follow-up action after seeing the data obtained from the pre-cycle test results. In the first cycle, it is described about the implementation of learning to write exposition texts with the TTW learning method which consists of test and non-test data with the following research results. The results of the first cycle of exposition text

writing skills test using the TTW learning method in class VII SMP Ekakapti Karangmojo can be seen in Table 2.

Table 2
Results of exposition text writing skills cycle I

Number	Categori	Interval	Frequency	Score weight	Percent (%)	Description
1.	Excellent	85-100	7	602	15.22	x = 3479:46 = 75,63 Allready fullfilled KKM
2.	Good	75-84	18	1434	39.13	
3.	Fair	60-74	21	1443	45.65	
4.	Poor	0-59	-	-	-	
T o t a l			46	3479	100	

Note: Minimum Completeness Criteria (MCC)

Table 2 shows an increase in the average score in writing exposition texts after learning using the TTW learning method. The average score in the first cycle showed an increase compared to the average score in the pre-cycle. The table shows the average results of the exposition text writing test in the first cycle of 75.63 or in good category. The score in the very good category is 7 students or 15.22%, the good category is 18 students or 39.13%, and the sufficient category is 21 students or 45.65%. These results are in accordance with the targets expected by researchers. However, it is still necessary to do cycle II which is expected to have a better score change than cycle I.

Cycle II is an improvement and solving of problems faced in cycle I. In cycle II, it describes the implementation of learning to write exposition texts using the TTW learning method which consists of test data and non-test data. The results obtained are as follows below. The results of the second cycle of exposition text writing skills using the TTW learning method can be seen in table 3 below. In table 3 below, it is estimated that the results of the writing skill scores in cycle II are exposed to a clear increase. This result has increased significantly. Table 3 is an explanation of the results of the essay writing skill test in cycle II.

Table 3
Results of exposition text writing skills cycle II

Number	Categori	Interval	Frequency	Score weight	Percent (%)	Description
1.	Excellent	85-100	20	1765	43.48	x = 3800:46 = 82,61 Good category
2.	Good	75-84	19	1534	41.30	
3.	Fair	60-74	7	504	15.22	
4.	Poor	0-59	-	-	-	
T o t a l			46	3479	100	

Note: exceeded the minimum completeness criteria (MCC=KKM)

Table 3 shows an increase in the average score of students in writing exposition texts using the TTW learning method. The average score achieved in the second cycle was 82.61

or in good category. The average score in the second cycle has increased compared to the average score obtained in the first cycle. Students who obtained a score in the very good category were 20 students or 43.48% with the highest score of 94, the good category was 19 students or 41.30%, and sufficient category is 7 students or 15.22%.

These results are in accordance with the targets expected by researchers. So, the research in cycle II was declared successful because it was in accordance with the research objectives, namely that students experienced an increase in their exposition text writing skills by achieving a good score.

Discussion. After analyzing the test and non-test data, it was found that the use of the TTW strategy could improve the writing skills of the VII C grade students of SMP Ekakapti Gunungkidul. The discussion of the research results refers to the score obtained by students in the skill test of writing exposition texts with several topics, including in cycle I, namely with the topic of environmental pollution, promiscuity, and global warming and in cycle II, namely with the topic dangers of drugs, fatwas forbidden to smoke, and acts of violence in schools. The aspects that are assessed in this expository text writing skill test are content aspects and linguistic aspects. Content aspects include the ability to write expository text correctly, the ability to find errors in the exposition text, the ability to convince the reader, and the suitability of the content with the title of the exposition text. While the linguistic aspects include the use of spelling and punctuation, the use of diction and word choice, sentence effectiveness, and the suitability of the type of exposition text.

This classroom action research was carried out in three stages, namely the pre-cycle stage, the first cycle, and the second cycle. At the pre-cycle stage, an exposition text writing test was carried out with a free theme according to students' abilities and knowledge and had not taken action using the TTW learning method, while in the first cycle and second cycle an exposition text writing test was carried out using the TTW learning method.

Improving Exposition Text Writing Skills. The results of the test for improving the writing skills of exposition texts in the pre-cycle, first cycle, and second cycle stages of seventh grade students of SMP Ekakapti Karangmojo can be seen in Table 4.

Table 4 shows an increase in the frequency of students achieving very good, good, sufficient, and poor categories. In addition, the table also shows an increase in the average score of the pre-cycle, cycle I, and cycle II stages.

Based on the Table 4, it can be explained the acquisition of each aspect of the assessment. Aspect The ability to write expository text correctly in the pre-cycle is 17.76, in the first cycle is 21.57 and in the second cycle is 23.57. The ability to find errors in the exposition text in the pre-cycle is 14.39, in the first cycle it is 18.43, and in the second cycle it is 20.17. Aspects of the ability to convince the reader in the pre-cycle of 9.85, in the first cycle of 13.61, and in the second cycle of 14.76. Aspects The suitability of the content with the title of the exposition text, in the pre-cycle of 6.65, in the first cycle of 8.63, and in the second cycle of 9.63.

Aspects of the use of spelling and punctuation in the pre-cycle of 2.52, in the first cycle of 2.98, and in the second cycle of 3.13. Aspects of the use of diction and word choice in the pre-cycle of 2.57, in the first cycle of 3.37, and in the second cycle of 3.85. Aspects of the effectiveness of the sentence in the pre-cycle of 2.41, in the first cycle of 3.39, and in the second cycle of 3.65. Aspects of the suitability of the type of exposition text in the pre-cycle of 2.52, in the first cycle of 3.65, and in the second cycle of 3.85.

Table 4
Improving writing skills for exposition text in pre-cycle, cycle I, and cycle II

Number	Assessment Aspect	PS	S I	S II	PS-S I	S I-S II
1.	The ability to prove truth facts	17.76	21.57	23.57	3.81	2
2.	The ability to complete problem	14.39	18.43	20.17	4.04	1,74
3.	Convincing ability reader	9.85	13.61	14.76	3.76	1,15
4.	The conformity of content with title exposition text.	6.65	8.63	9.63	1.98	1
5.	The use of spelling and punctuation	2.52	2.98	3.13	0.46	0,15
6.	The use of diction and word choice	2.57	3.37	3.85	0.8	0,48
7.	Sentence effectiveness	2.41	3.39	3.65	0.98	0,26
8.	The suitability of the type of exposition text	2.52	3.65	3.85	1.13	0,2
T o t a l		58.67	75.63	82.61	16.96	6.98
M e a n		7.33	9.45	10.33	2.12	0.88

Notes: PS : Precycle
 SI : Cycle I
 S II : Cycle II
 PS-SI : The difference between the results in the precycle with cycle I
 SI-S II : The difference between the results in the cycle I with cycle II
 TTW : Think, Talk, and Write

The results of the text writing test at the pre-cycle stage showed that most of the VII C grade students of SMP Ekakapti Gunungkidul still did not understand the material for writing exposition texts so that the results of the text were still not perfect. This happens because students still have difficulty in distinguishing the contents of the exposition text from the contents of other texts, especially persuasion and argumentation texts. In addition, things that happened in the pre-cycle had problems caused by students who still had difficulty in conveying opinions or information, collecting data or evidence, and still having difficulty convincing others about the information provided.

CONCLUSION

Exposition text writing skills of VII C grade students of SMP Ekakapti Karangmojo have increased after applying the TTW learning method. The improvement in writing exposition text skills is known from the pre-cycle, first cycle, and second cycle tests. The average value in the pre-cycle is 58.67 and is included in the poor category. The average value in the first cycle reached 75.63 and was included in the good category. Thus, there was an increase of 16.96% from the pre-cycle. In the second cycle, the average value achieved was 82.61 and was included in the good category. Thus, there was an increase from the first cycle of 6.98% and 23.94% of the pre-cycle results.

Learning to write exposition texts with the TTW learning method has been able to change students' attitudes and behavior from negative behavior to positive behavior. These changes are like students who were initially unprepared, less enthusiastic, and less active in participating in learning to be ready, excited, happy, and enjoying learning. Students also

seem to be more active in thinking (think), discussing between groups (talk), and more active in writing exposition texts (write). In addition, students are also more daring to ask researchers if they feel there are difficulties in writing expository texts and are more daring to answer questions and provide comments.

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