

IMPROVING WRITING SKILLS OF EXPOSITORY TEXTS WITH THINK, TALK, WRITE LEARNING METHODS FOR STUDENTS OF JUNIOR HIGH SCHOOL EKAKAPTI, KARANGMOJO, GUNUNGKIDUL

Submission date: 17-Jul-2023 10:06PM (UTC-0400)

Submission ID: 2121842859

File name: NTS_OF_JUNIOR_HIGH_SCHOOL_EKAKAPTI,_KARANGMOJO,_GUNUNGKIDUL.docx (64.45K)

Word count: 6294

Character count: 34891

IMPROVING WRITING SKILLS OF EXPOSITORY TEXTS WITH *THINK, TALK, WRITE* LEARNING METHODS FOR STUDENTS OF JUNIOR HIGH SCHOOL EKAKAPTI, KARANGMOJO, GUNUNGKIDUL

Sri Budiyono^{1*}, Sukini², Joko Warsihno³, Sutaji⁴, Indiyah Prana Amertawingrum⁵

^{1,2,4,5} Faculty of Teacher Training and Education, Universitas Widya Dharma Klaten, Indonesia

³ Universitas Terbuka, Indonesia

email: sribudiyono15@gmail.com

Abstract

The aims of this research are: 1) To describe the learning process of writing expository texts in class VII C SMP Ekakapti Karangmojo Gunungkidul, through the use of the Think-Talk-Write (TTW) learning method. 2) Describe the results of writing an exposition text for class VII C SMP Ekakapti Karangmojo Gunungkidul using the Think-Talk-Write (TTW) learning method. This research was conducted at SMP Ekakapti Karangmojo Gunungkidul, the research subject was class VII C, which consisted of 46 students consisting of 24 male students and 22 female students. 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. 1) Their exposition text writing skills have improved after using the Think-Talk-Write (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 is 58,67. This result belongs to the poor category. Furthermore, for the average score in the first cycle the result is 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. Of course, 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. 2) Learning to write Exposition texts through the Think-Talk-Write (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

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, et al, 2019; Asy'ary, et al, 2019; Nuryanto, et al: 2018:).

In making written or oral texts, Budiyono, et all. (2016, 2018, 2021; Kridalaksana: 2011; Wong: 2002; Erlich,

et al: 1982) explains, there are several things that need to be considered in order to produce an effective text. 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 (1) knowledge competence in writing expository texts which includes elements and rules of writing exposition texts, (2) behavior which includes religious attitudes, honesty, discipline, responsibility, tolerance, mutual cooperation, courtesy, and self-confidence, and (3) competence in writing exposition text skills.

The factors originating from students include: (1) student motivation in the realm of writing is still very minimal; (2) the concepts or materials possessed by students to be developed into a writing are still very limited; (3) the ability of students in interpreting facts to be written down is still very low; (4) 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: (1) the means and methods of learning to write are not yet effective; (2) lack of communicative (harmony) between teachers and students; (3) 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 Think-Talk-Write (TTW) method.

The Think-Talk-Write (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

a) Think-Talk-Write (TTW) Method

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

b) Understanding Think-Talk-Write (TTW) Learning Methods

According to Arifin, *et all* (2019; Rahmawati & Prasetya, 2020; Altabtabae & Shakir, 2020) states that the Think-Talk-Write (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 Think-Talk-Write (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; Prayuda, 2016).

The Think-Talk-Write (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, *et all.*, 2019; Asy'ari, *et all.*, 2019; Dwiari, 2016, Budiyono, *et all.*, 2021; Jafari & Asgari, 2020; Jdaitawi, 2019).

From the opinion above, it can be explained that the Think-Talk-Write (TTW) learning method builds appropriately for thinking, reflecting, and organizing ideas, as well as testing these ideas before students are asked to write. Think-Talk-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 Think-Talk-Write (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, in Ratna 2007; Diasa, 2018; Hermanto, 2017; Muhtarom, 2020).

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

Amin, *et all.*,2016).

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

c) Stages of Think-Talk-Write (TTW) Learning Method

Ansari (2004) explains that there are three stages in the Think-Talk-Write (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 (in Ansari, 2004, Kridalaksana, 2011; Sungatulina, et all, 2016; Supriyadi, et all, 2021;) 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 (in 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: (1) 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; (2) understanding of expressions is built through interactions and conversations between individuals which are meaningful

social activities; (3) 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; (4) forming ideas through the talking process; (5) internalizing ideas formed through thinking and solving problems; and 6) improve and assess the quality of thinking.

Furthermore, Shield and Swinson (in 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: (1) writing solutions to the problems or questions given; (2) 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; (3) correcting all work so that it is sure that no work is left behind; and (4) believe that the work is complete, easy to read, and guaranteed authenticity.

d) Teachers' Roles and Duties in Using Think-Talk-Write (TTW) learning methods

The teacher's roles and duties in an effort to streamline the Think-Talk-Write (TTW) learning method include: (1) asking questions and assignments that bring involvement, and challenge each student to think; (2) listen carefully to students' ideas; (3) asking students to express ideas orally and in writing; (4) decide what students explore and bring to the discussion; (5) decide when to provide

information, clarify problems, use models, guide, and let students struggle with the problems at hand; and (6) monitor and assess student participation in discussions and decide when and how to encourage each student to participate (Silver and Smith in Ansari 2004: 40; Budiyo & Ngumarno: 2021; Wabdaron & Reba, 2020; Suryaman, 2014; Rohman & Mukhibat, 2017).

e) Learning Steps with Think-Talk-Write (TTW) Learning Method

The learning steps with the Think-Talk-Write (TTW) learning method include: 1) The teacher divides the exposition text in the form of a student worksheet that contains instructions, as well as the implementation procedure; 2) Students read the exposition text and make notes from the reading individually to be brought to the discussion forum (think); 3) 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; 4) Students construct their own knowledge by writing as a collaboration (write).

f) Assessment Criteria for Learning to Write Exposition Texts with Think-Talk-Write (TTW) Learning Methods

The assessment criteria for learning to write expository texts through the Think-Talk-Write (TTW) learning method include two main aspects that are used as assessment criteria, namely content aspects and language aspects. Content aspects include: 1) Ability to prove the truth of facts (meaning as a writer of expository text must really present an actual event with various supporting documents); 2) Ability to find errors in the exposition text; 3) Ability to convince readers, and 4) Conformity of the content with the title.

Linguistic aspects include: 1) Use of spelling and punctuation; 2) The use of diction and word choice; 3) Sentence

effectiveness; and 4) The suitability of the type of exposition text.

g) Learning to write exposition text with Think-Talk-Write (TTW) learning method

Learning to write expository texts using the Think-Talk-Write (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. Think-Talk-Write (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.

h) The steps for learning to write an exposition text using the Think-Talk-Write (TTW)

The steps for learning to write an exposition text using the Think-Talk-Write (TTW) learning method include: 1) 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); 2) Students read and understand the problem topics given individually; 3) 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 4) 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.

i) Data Analysis Techniques

The data analysis technique used is

quantitative and qualitative results. The following describes the presentation of the two techniques.

1) Quantitative 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: (1) recap the scores obtained by students; (2) calculate the percentage of each interval; and (3) calculate the average value of each aspect.

To calculate the percentage value for each interval, you can use the following formula below.

$$NP = \frac{\sum f \times 100\%}{n}$$

Information:

- NP : Percentage score for each interval
 $\sum f$: The total of frequencies per interval
N : The total of respondents in class

2
To calculate the average score of each aspect, you can use the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

Information:

- 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 Think-Talk-Write (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 Think-Talk-Write (TTW).

2) Qualitative Techniques

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 Think-Talk-Write (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

a) Research result

The research results are described in detail as in the description of the explanation at the pre-cycle stage, cycle 1, and cycle 2 below. For more details, see the following description below.

1) Precycle

5
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 below.

Table 1. Pre-cycle Exposition Text Writing Skills Test Results

Number	Categori	Interval	Frequency	Score weight	Percent (%)	Information
1.	Excellent	85-100	-	-	-	$x = 2699:46 = 58,67$
2.	Good	75-84	2	153	4,35	Still lacking (under KKM)
3.	Fair	60-74	20	1334	43,48	
4.	Poor	0-59	24	1212	52,17	
Total			46	2699	100	

Note: Minimum Completeness Criteria (KKM=MCC)

Table 1 above 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%.

2) Cycle 1

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

Num-ber	Categori	Interval	Freque-ncy	Score weight	Percent (%)	Information
1.	Excellent	85-100	7	602	15,22	$x = 3479:46 = 75,63$
2.	Good	75-84	18	1434	39,13	Already fulfilled
3.	Fair	60-74	21	1443	45,65	KKM
4.	Poor	0-59	-	-	-	
Total			46	3479	100	

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 below.

Table 2. Results of Exposition Text Writing Skills Cycle I

Note: Minimum Completeness Criteria KKM=MCC)

Table 2 above 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.

3) Cycle 2

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. The following 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

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

Table 3 above 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.

2) 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

Number	Category	Interval	Frequ- ency	Score weight	Percent (%)	Information
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	-	-	-	
Total			46	3803	100	

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.

a) 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 below.

Table 4.2 Improving Writing Skills for Exposition Text in Pre-cycle, Cycle I, and Cycle II

Information :

- 1) PS : Precycle
- 2) SI : Cycle I
- 3) S II : Cycle II
- 4) PS-SI : The difference between the results in the precycle with cycle I
- 5) SI-S II : The difference between the results in the cycle I with cycle II
- 6) TTW : Think, Talk, and Write

Table 4 above 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.

From the table 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.

The results of the text writing test at the pre-cycle stage showed that most of

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

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

Based on the results of research and discussion, the researchers can draw the following conclusions.

- 1) Exposition text writing skills of VII C grade students of SMP Ekakapti Karangmojo have increased after applying the Think-Talk-Write (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.

2) 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.

REFERENCES

- Altabtabae, F. A. A., & Shakir, S. A. (2020). The Reality of the application of e- learning on the quality of information: An applied study in Alrissala Preparatory School for Girls in Baghdad, Iraq. *International Journal of Innovation, Creativity and Change*, 11(2), 179-197.
- Amin, M., Syamsudin., & Zulianto, S. (2016). Kohesi dan Koherensi dalam Artikel Ilmiah Populer. *Radar Sulteng. Bahasantodea*, 4(3), p 48-56.
<http://jurnal.untad.ac.id/jurnal/index.php/Bahasantodea/article/view/13171>
- Ansari, B.S. (2004). Menumbuhkan Kemampuan Pemahaman dan Komunikasi Matematik Siswa SMU Melalui Metode pembelajaran Think-Talk- Write. *Disertasi Tak Diterbitkan*. Bandung: Progam PascasarjanaUPI Bandung.
- Arifin, Z.A., Huda, C., & Listyarini, I. (2019). Keefektifan Model Think Talk Write Berbantu Media Gambar Seri terhadap Keterampilan Menulis. *International Journal of Elementary Education*. Volume 3, Number 3, 2019.
<https://ejournal.undiksha.ac.id/index.php/IJEE/article/view/19415>
- Asy'ari, M., Ikhsan, M., & Muhali. (2019). The effectiveness of inquiry learning model in improving prospective teachers' metacognition knowledge and metacognition awareness. *International Journal of Instruction*, 12 (2) , 4 5 5 - 4 7 0 . <https://doi.org/10.29333/iji.2019.12229a>.
- Budiyono, S., Waluyo, H.J., Slamet, St. Y., & Rohmadi, M. (2016). The Text-Based Indonesian to Stimulate Achievement and Motivation (A Textbook for the Seventh Graders of Junior High Schools). *International Journal of Science and Research (IJSR)*, 5 (11). pp. 1596-1599. ISSN 2319-7064
<https://www.ijsr.net/archive/v5i11/ART20163114.pdf>
- Budiyono, S., Waluyo, H.J., Slamet, St. Y., & Rohmadi, M. (2018). Text-based Language Learning to Improve Student Motivation and Achievements. *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 2 (11). pp. 27-34. ISSN 2378-703X
<https://ajhssr.com/wp-content/uploads/2018/11/D182112734.pdf>
- Budiyono, S., Pranawa, E., & Yuwono, S.E. (2021). Language as a Communication Tool, Motivation, Achievement, Negotiation, and

- Business Professionally. *Seminar Nasional Riset Linguistik dan Pengajaran Bahasa (SENARILIP V)* 5-6 Nov 2021. pp. 73-78.
<https://ojs2.pnb.ac.id/index.php/proceedings/article/view/219/123>
- Budiyono, S. & Ngumarno. (2021). *Diskusi, Wahana Motivasi, Kolaborasi, dan Prestasi*. Klaten: Unwidha Press.
- Diasa, N. L. (2018). Penyimpangan Prinsip Kesantunan Pengikut (Followers) dalam Wacana Instagram. *Jurnal Bahasa dan Sastra – Universitas Tadakulo*. Vol (3) No. 4 Tahun 2018 Hal. 1-18.
<http://jurnal.untad.ac.id/jurnal/index.php/BDS/article/viewFile/10054/8000>
- Dwiari, P. W. (2016). *Peningkatan Kemampuan Menulis Teks Eksposisi Menggunakan metode Think-Talk-Write Pada Siswa Kelas X-MIPA 1 SMA Negeri 1 Temanggung*. Semarang: Universitas Negeri Semarang.
- Ehrlich, E., Stueatberg, F., Gorton, C., & Joice M. H. (1982). *American English Dictionary, First Edition*. USA: Avon.
- Hermanto, M. (2017). Wacana Lisan dalam Iklan Djarum 76: Kajian Ancangan Etnografi Komunikasi. *Belajar Bahasa: Jurnal Ilmiah Program Studi Pendidikan Bahasa dan Sastra Indonesia – Universitas Muhammadiyah Jember*. Vol. (2) No.1 Tahun 2017 Hal. 34-43.
<http://jurnal.unmuhjember.ac.id/index.php/BB/article/view/645>
- Jafari, S., & Asgari, A. (2020). Predicting students' academic achievement based on the classroom climate, mediating role of teacher-student interaction and academic motivation. *Integration of Education*, 24(1), 62-74.
<https://doi.org/10.15507/1991-9468.098.024.202001.062-074>
- Jdaitawi, M. (2019). The effect of flipped classroom strategy on students learning outcomes. *International Journal of Instruction*, 12(3), 665-680.
<https://doi.org/10.29333/iji.2019.12340>
- Muhtarom. (2020). Education Development Of Nation Character And Culture In Pesantren. *Inovasi: Jurnal Diklat Keagamaan Balai Diklat Keagamaan Surabaya*, Vol 14, No 2.
<https://bdksurabaya.e-journal.id/bdksurabaya/article/view/133>
- Kridhalaksana, H. (2011). *Kamus Linguistik*. Jakarta: PT. Gramedia.
- Nuryanto, S., Abidin, A.Z., Setijowati, U., and Sismulyasih Sb, Nugraheti. (2018). Peningkatkan Keterampilan Berbicara Mahasiswa PGSD dalam Perkuliahan Bahasa Indonesia Berbasis Konservasi Nilai-nilai Karakter Melalui Penerapan Metode Task Based Activity dengan Media Audio Visual. *Jurnal Penelitian Pendidikan*, Vol 35, No 1.
<https://journal.unnes.ac.id/nju/index.php/JPP/article/view/15095>
- Prayudha. (2016). The Cohesion and Coherence of the Editorials in the Jakarta Post. *Ahmad Dahlan Journal of English Studies*. Vol 3 Issue 2, p 32-36.
<http://journal.uad.ac.id/index.php/ADJES/article/view/4987>
- Rahim, F. (2008). *Pengajaran Bahasa di Sekolah Dasar*. Jakarta: Sinar Grafika.
- Rahmawati, Y & Prasetya, D. (2020). Keefektifan Model Kooperatif Tipe Think-Talk- Write dalam Menulis Eksposisi di Perguruan Tinggi. *Jurnal Visi Ilmu*

- Pendidikan,
<https://jurnal.untan.ac.id/index.php/jvip/article/view/39607>
- Rohman, M. & Mukhibat. (2017). Internalisasi Nilai-Nilai Sosio-kultural Berbasis Etno-religi di MAN Yogyakarta III. *journal iainkhudus.ac.id*
<file:///C:/Users/OKEY/Downloads/1771-8108-1-PB.pdf>
- Sungatulina, Dilyana D., Ekaterina, O. Z. & Yuliya, N. G. (2016). Metacognitive Awareness of TOEFL Reading Comprehension Strategies. *SHS Web of Conferences* 26, 01046. DOI: 10.10512601046ERPA2015
- Supriyadi, Asrofah, & +Umayya, N.M. (2022). Pengembangan Bahan Ajar Teks Cerita Pendek Dengan Penerapan Strategi Transformasi Cerita Pengalaman Pribadi Tingkat SMP di Kabupaten Pati (Development of Short Story Text Teaching Materials with the Implementation of a Transformation Strategy for Personal Experience Stories at the Junior High School Level in Pati Regency). *Teks: Jurnal Penelitian Bahasa dan Sastra*, Vol 2, No 2. <http://dx.doi.org/10.26877/teks.v7i2.12104>
<http://journal.upgris.ac.id/index.php/teks/article/view/12104/pdf>
- Suryaman, M. (2014). Dimensi-dimensi Kontekstual di Dalam Penulisan Buku Teks Pelajaran Bahasa Indonesia. *Jurnal Diksi*, Vol 3, No 2. DOI: <https://doi.org/10.21831/diksi.v13i2.6456>
<https://journal.uny.ac.id/index.php/diksi/article/view/6456>
- Wabdaron, D.Y. & Reba, Y.A. (2020). Peningkatan Keterampilan Berbicara Melalui Metode Pembelajaran Berbasis Masalah Siswa Sekolah Dasar Manokwari Papua Barat. *Jurnal Papeda: Vol 2, No.1*
<file:///C:/Users/OKEY/Downloads/412-Article%20Text-876-1-10-20200406.pdf>
- Wong, R.Y.L. (2002) *Teaching Text Types in The Singapore Primary Classroom*. Singapore: Sprintprint.

IMPROVING WRITING SKILLS OF EXPOSITORY TEXTS WITH THINK, TALK, WRITE LEARNING METHODS FOR STUDENTS OF JUNIOR HIGH SCHOOL EKAKAPTI, KARANGMOJO, GUNUNGKIDUL

ORIGINALITY REPORT

10%

SIMILARITY INDEX

8%

INTERNET SOURCES

2%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	journal.uny.ac.id Internet Source	2%
2	biologi.fkip.uns.ac.id Internet Source	2%
3	ojs.badanbahasa.kemdikbud.go.id Internet Source	1%
4	journal.ikipsiliwangi.ac.id Internet Source	1%
5	Maharani Dwi Putri Asriati, Erizal Gani. "Contribution of Critical Reading Skills and Scientific Vocabulary Mastery to Exposition Text Writing Skills", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	1%
6	doczz.net Internet Source	1%

7

Sumayyah, Mutia Handayani, Harun.
"Improvement of the Learning Process and Skills of Writing Poetry through the Model Think Talk Write", Proceedings of the 2019 3rd International Conference on E-Society, E-Education and E-Technology - ICSET 2019, 2019

Publication

1 %

8

Diana Kartika, Yetty Morelent. "The Influence of the CIRC and TTW Learning Model and Learning Motivation toward Grade 8 Students' Report Writing Skills at SMP Muhammadiyah Padang", Theory and Practice in Language Studies, 2018

Publication

<1 %

9

media.neliti.com

Internet Source

<1 %

10

repository.unim.ac.id

Internet Source

<1 %

11

jom.untidar.ac.id

Internet Source

<1 %

12

www.iiste.org

Internet Source

<1 %

13

Submitted to Universitas Kristen Satya
Wacana

Student Paper

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On