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The Implementation of Teaching Speaking Using Think Talk Write (Ttw) Strategy at the Third Level of Institut Prima Bhakti Pamekasan

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ABSTRACT

Background. In teaching learning process of English courses, the teachers have an important role because they are the influential people in the class and students can learn from the teachers, while the teachers have to provide suitable learning system by using interesting instruction of the material and good method as a strategy to interest students. Think Talk Write (TTW) Strategy is one of the alternative methods in teaching learning process to increase students' understanding and communicating that is based on comprehension that study is a social behavior. Therefore, this title is expected to inform about the implementation of Think Talk Write (TTW) Strategy in teaching learning English process especially in teaching speaking

Purpose. The researcher is interested to conduct the research for students at the third level of Institut Prima Bhakti Pamekasan in which an English teacher implements TTW Strategy in teaching speaking. The problems investigated in this study were the way to implement, the difficulties that faced by students and the ways to solve the students' difficulties in teaching speaking using Think Talk Write (TTW) Strategy.

Method. In obtaining the data, the researcher used descriptive qualitative to describe all of the result of research and the data were gotten by observation to see the teaching speaking process in the class, interview to get supporting data and documentation as a proof to study the data. This research had done five times. The first, it was done on 27th September 2023, the second on 28th September 2023, the third on 5th October 2023, the fourth on 12th October 2023, and the fifth on 19th October 2023.

Results. The result of the study showed that in the implementation of teaching speaking used TTW strategy at the third level of Institut Prima Bhakti Pamekasan, the teacher introduced the topic at the first and asked the students to answer the problem of the topic individually (think phase), then discussed the topic in a group (talk phase) and wrote the result of discussion individually. The last, the teacher asked the students to present their answer to the other group that possible for other group gave consideration.

Conclusion. The students' difficulties were they difficult to have understanding about the topic because they had no experience, they difficult to make sentences because they had little vocabularies and relate their opinion with other friends' opinion in a group (talk phase).

KEYWORDS

English Courses, Talk Write, Teaching Speaking

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INTRODUCTION

English has an important role in the world (Zhang dkk., 2019). English as an International language to build a relationship with other people. It means that English is one of communication tools that has improved and has become the International language (Chen dkk., 2020). It was proved because English is taught in most of the education system in the world and become the most important language.

In Indonesian educational system, English is taught as a school subject at junior and senior high school. English is a study that needs serious understanding because English has components that must be studied by students (Humprecht dkk., 2020). While the English components consist of pronunciation, grammar, vocabulary, and spelling that categorized into four skills, such as listening, speaking, reading and writing.

According to Robinnet (1978:17) the indicators of successful learning foreign language are the ability to comprehend and produce the foreign language in its spoken or written form. From this statement, it can be concluded that to become a good speaker in English, the students must much pay attention the all aspects of spoken (speaking) (Spence, 2020). To support this condition, not only in a school the students get English but also they take a course as an alternative way to increase their English ability (Mancino dkk., 2020). School and a course are very different (Azizi dkk., 2020). School is a formal institution that gives certain subject to learn and has a lot of regulations, but a course is informal institution that pressure to special subject.

Recently, many English courses are built to persuade the students join them. They compete to give different alternative methods in teaching learning process to make students are fluent in English (Ali dkk., 2019). In teaching learning process of English course, the teachers or the leaders have an important role because they are the influential people in the class and students can learn from the teacher. It means that students depend on teacher instruction.

Beside that, the teachers have to observe the students' condition in the class. The teachers have to know the students who understand or not about the English material based on their ability to solve the problem (Malecki dkk., 2021). Sometimes in a course, most of the students are not able to relate the material that studied with knowledge that they have. It is caused by unsuitable learning system (Haseeb dkk., 2019). The students only get material orally, write the patterns only without practice, because studying English not only write (Abrams & Greenhawt, 2020), silence on seat but also practice and understand. Study English will be treasure if the students feel and undergo what they are study.

Therefore, teachers have to be able to teach and use interesting instruction of the material and good method as a strategy to interest the students (Carico dkk., 2021). Supporting this idea, Hamzah B. Uno (in Sholikhah, 2009:1) explained that learning method is the way that used by teacher or instructor to tell the new information or new experience. In choosing a method, the teacher should to know the use for the students before to make it sure that students will be more active in the class.

According to Alley and Dashler (1979, in Masters, Mori and Mori cited from <http://www.K12.nf.ca/fatima/define.html> Accessed on 13th November 2010) learning strategy is a fundamental part of the process of acquiring knowledge as well as the tool skills of reading, writing, speaking, listening, note taking (Gokbulut, 2020) , questioning, vocabulary acquisition, time management, reasoning, problem solving and memorization (Ahmed & Le, 2021). It means that strategy seem to be “tricks” learners how to help them remember things better and be master all of the aspects in learning process. Above all, the teachers in a course should have good and interesting method as a strategy in teaching English (especially in speaking skill).

Institut Prima Bhakti (IPB) is one of the English courses in Pamekasan that has contribution to develop and widen students' ability in speaking (Felszeghy dkk., 2019). Based on this basic, IPB takes 8 – 15 students in every class to create a communicative situation in teaching learning process. Beside that, exercise and practice orally are supplements that must be studied by students when they have class (Selman dkk., 2020). Because of it, IPB has some methods as strategy in teaching learning process to increase students in speaking. One of the good strategies that used in teaching speaking of IPB to make students interest and active in the class is Think Talk Write (TTW) Strategy (Ismail dkk., 2019a). This strategy is created by Hunker and Laughlin (1996:82) this strategy can makes students thinking, reflecting and organizing the ideas and also test the ideas clearly before students are asked to write.

TTW Strategy consists of three phases, that is think, talk and write. By these phases, the students are asked to be active in class. Not only hear the teacher's instruction, but also practice English directly (Ismail dkk., 2019b). They can do the exercise individually and share together with their friends. It will give advantages for students to create good socialization each other.

Therefore (Facal, 2020), the researcher is interesting to conduct further study entitled The Implementation of Teaching Speaking Using Think Talk Write (TTW) Strategy at The Third Level of Institut Prima Bhakti Pamekasan.

RESEARCH METHODS

In a research, there are many methods which can be used by researcher to know information widely about the causes or something influences the event. Based on the title of this study, the researcher applied descriptive qualitative method (Garza dkk., 2023). According to Arikunto (2002:10) qualitative research can be contrary with quantitative research because in this research, the researcher does not use number in collecting the data but gives description as the result (Urinboyev, 2023). While, in Creswell's statement (1998:15), qualitative research is an inquiry process that investigate social and humanity problems by different methodology tradition (Ibrahim Hamada, 2022). The researcher builds a complete description, analysis the words, tells the consideration or opinion from informers and all of study are doing in natural setting.

In this research, it attempts to investigate the implementation of Think Talk Write (TTW) Strategy in teaching speaking at the third level of Institut Prima Bhakti Pamekasan because it is conducted to describe the ways (Mohd Yusof dkk., 2023), the difficulties that students faced and how to solve the students' difficulties in the implementation of Think Talk Write (TTW) Strategy in teaching speaking.

Object of the Study

According to Vockel and Asher (in Agustini, 2009:20) object or informants and event are selected for their ability to explain, understand, and get information about the meaning of expression behavior or the way social system work. Based on this statement, researcher included the students and the teacher at the third level of Institut Prima Bhakti Pamekasan as the object of the study (Sharif Matthews & López, 2019). While, Think Talk Write (TTW) Strategy only studied for students at the third level of Institut Prima Bhakti Pamekasan in teaching speaking to motivate students to be active, more communicative (Wang & Fang, 2020), and always participate in class (Ratrout & Köprülü, 2022). Beside that, this strategy is used by teacher to measure the students' ability in using the components of speaking.

Data Source

Data source is subject where the data will be gotten (Praetorius dkk., 2020). In order to get data valid, the researcher took the data from the students and teacher at the third level of Institut Prima Bhakti Pamekasan.

The researcher observed the students and teacher while they were studying English use Think Talk Write (TTW) Strategy to know their activities during teaching learning process, then write down the result all of their activities in the class (Liu & Wu, 2021). To complete the data, the researcher made interview with the students to ask their opinion about the difficulties that they had, how the teacher solve the difficulties and the teacher to ask teaching English process.

Data Collection Technique

One of step which must be done by researcher in doing the research is collecting data. According to Marshall tells that the fundamental methods relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, document review (Mani dkk., 2019). Based on data collection above, the researcher used all of the parts data collection methods.

1. Observation

Observation is an activity that gives attention to the object used all of the sense (Arikunto, 2002:133). Sanafiah Faisal (in Sugiyono, 2008:226) classified observation to be participant observation, overt and covert observation, and unstructured observation.

Participant observation, the researcher observes what people do, listen to what they say, and participates in their activities (Chatterjee dkk., 2021). This participant observation is divided into four kinds, passive participation, moderate participation, active participation, and complete participation.

In this observation, the researcher used passive participant because the researcher presented at the scene of action but did not interact or participate in the class to know the implementation and the difficulties faced by students use Think Talk Write Strategy in teaching speaking at the third level of Institut Prima Bhakti Pamekasan.

2. Interview

Interview is a dialogue that is done by interviewer to get information from interviewee (Barlott dkk., 2020). According to Esterberg (in 2002) there are three types of interview, structured interview, semi structure interview, and unstructured interview. Structured interview is interview at which the interviewer has already prepared a list of questions. Semi structure interview is interview at which the interviewer asks questions to the informants freely than structured interview (Xiao dkk., 2019). Then, unstructured interview is interview at which the interviewer does not use a list of questions.

In this process, the researcher used structured interview for interview the students and the English teacher at the third level of Institut Prima Bhakti Pamekasan dealing with the implementation of teaching speaking using Think Talk Write Strategy.

3. Documentation

The other technique in collecting data used by researcher was documentation. Documentation is a note of event in the past and as complement in using observation and interview method (Sugiyono, 2008:240).

Documentation will be more credible/sure if it is supported by photographs. As Bogdan (in Sugiyono, 2008:240) says “photographs provide strikingly descriptive data, are often used to understand the subjective and its product are frequently analyzed inductive “. Above all, the

researcher used lesson plan and photographs in teaching learning process of speaking use Think Talk Write (TTW) Strategy at the third level of Institut Prima Bhakti Pamekasan.

Data Analysis

In the process of obtaining the data, there are some steps which are applied by researcher as follows:

1. Collecting data

In gaining data which are need by researcher, the researcher collected data are got from observations, interview, and documentation.

2. Classifying data

In this step, the researcher classified the data based on the result of the problem that related with this study. That is, the way to implement, and the difficulties faced by students use Think Talk Write (TTW) Strategy in teaching speaking in the third level of Institut Prima Bhakti Pamekasan.

3. Coding the data

There are some codes that used by researcher to make the readers understand easily in this research, such as:

- a. Observation code

(O-F1 / D) Observation format code

O = Observation data

F1= the first finding

D = Date

- b. Interview code

(I- DS (Tc/St) – D) Interview format code

I = Interview

DS = Data Source

Tc = Teacher

St = Student

D = Date

4. Analyzing

After classifying, the researcher analyzed the data by describe the result of the data that collected from observation and interview during teaching learning process. In this phase, the researcher selected through focusing the data that relate and suitable with the statement of the problem, simplifying the sentences that used for the important points, transforming the data that was arranged and abstracting data that appear in written.

5. Drawing conclusion

After analyzing the data, the researcher makes conclusion based on the result of analysis of observation and interview in research finding. The researcher tells the important points of this study specifically.

RESULTS AND DISCUSSION

This chapter presents a description in finding and discussion form as a result of the research in the implementation of teaching speaking using Think Talk Write (TTW) Strategy at the third level of Institut Prima Bhakti Pamekasan.

Finding

The researcher elaborated the findings as result during researching in the implementation of think talk write (TTW) strategy at the third level of Institut Prima Bhakti Pamekasan, the difficulties that faced by students, and the ways to solve the students' difficulties in teaching speaking.

Teaching English Activity

In teaching learning English activity at Institut Prima Bhakti Pamekasan, especially for students at the third level was conducted on Tuesday and Wednesday night at 06.30 p.m every week. Its duration was totally ninety minutes for every meeting. The materials for teaching English, Institut Prima Bhakti provide a handbook that was used for students. The handbook was structure.

As an English course, Institut Prima Bhakti Pamekasan only focused in teaching structure and speaking. Tuesday night, the teacher taught about grammar as usual (O-1/27th September 2023). On Wednesday night, the teacher focused on teaching speaking by giving a topic to make student practice speaking English (O-2/ 28th September 2023).

In teaching learning process of speaking, the teacher implemented Think Talk Write (TTW) Strategy for students at the third level. It was proofed by the students who were doing step by step of TTW phases that involved think, talk, and write. In each phase, the teacher gave some minutes to do that. Before all, the teacher provided a topic to invite the students to think the problem of the topic individually, expressed their idea with their friends in a group, wrote the result of discussion in a group and told their ideas to other group (O-2/ 28th September 2023). On every Wednesday night, teaching learning process of speaking using TTW strategy runs well.

The Implementation of Think Talk Write (TTW) Strategy in Teaching Speaking at the Third Level of Institut Prima Bhakti Pamekasan.

This data was obtained from observation (O-3/ 05th October 2023).

At the first time in teaching speaking, the teacher prepared and introduced a simple topic by written on the whiteboard. He stated that this simple topic was a material that should the students answered and discussed. The content of the simple topic was “why there is a lazy student?”

While, there were some students asked to the teacher that they did not understand about the topic. The teacher tried to give opportunity for other students to explain the topic. It was aimed to stimulate students in practicing speaking (as warming up). One of student said that “it is about a lazy student, we have to mention the factor caused a lazy student.” After that the teacher gave the meaning of the topic in Indonesian language to make students understand easily. Not only that, the teacher told the topic correctly by giving point of view or experience for students in mixed language.

It is in line interview with Muhamad Muhtar, S. Pd. that:

The way to implement think talk write strategy in teaching speaking, the first I should introduce the topic to the students by mean of warming up the topic, the second I give them the point of view about this topic and the third I give them steps to present their idea for example the first (think), the second (think), the third (write) (I-Tc-05th October 2023).

This is the result of interview with Mifta:

At the first time my teacher gives a topic and explains it for students and asks them to think the answer, discuss the answer with group, and write the answer individually. The last, my teacher asks the students to present their answer and asks the other group to give consideration about their answer (I-St-05th October 2023).

To make students easy in answering the question of the topic during teaching learning process of speaking, the teacher stated that he would give three phases for them that must be passed. In every phase, there were times to limit their activity. They were:

1. Think Phase

In this phase, the teacher asked the students to read the topic on the whiteboard carefully and asked them to think the answer or to come out their ideas based on the problem of the topic individually. The teacher gave 5 minutes to do that.

During this phase, the situation in the class was silence. Every student focused to answer the question. All of them were serious to think and tried to have a note based on what they think. In the middle of the time, the teacher gave information about the topic again so that students remember and more understand. When the time was up, the teacher instructed the students that it was finish and divided them in a group soon. There were two groups that consist of 4 students in each group.

2. Talk Phase

While all of the students joined their friends in their each group, the teacher directed them to discuss the answer each other in ten minutes. This situation was shown by activity of group I. As beginning of the discussion, they had agreement to describe their answer or their opinion one by one. It was started from student I up to students IV. In discussion process, they did not only hear the answer of their friends but also gave some questions as feedback for them. Such as, can you give a reason about your answer? According to you, how about your opinion about this?

During this phase, the teacher supervised the students' activities by went to each group turnly to make sure that the discussion was run well, he gave directions for them about the problem of the topic in order to avoid the students misconception or talk outside of the context, so all of them only focus to the topic.

In discussion process, some of the students mixed into Indonesian language because they did not know the meaning of those words in English. Being hearing that, the other students who knew the words in English said it directly. When all of them still confuse or did not know, they tried to ask those words to their teacher such as, the word of dipengaruhi so the teacher said that dipengaruhi in English is influenced, memanjakan is spoiled while the teacher wrote the words on the whiteboard. After that the students continued their discussion until they got good decision to answer the topic. When the time was finish, it moved to write phase.

3. Write Phase

In this phase the teacher asked the students to sit back and instructed them to write the result of discussion individually. At that time, he limited 5 minutes.

So the students did the task individually soon. They tried to remember the situation, the result of discussion and started to write. All of them were focused to arrange the word by word to be a sentence and tried to combine their opinion with the result of discussion. It was shown by students who saw their opinion in a note before and gave addition or changed the statement by imagine and thought the result of discussion that appeared on the written. During the write phase, the situation of the class was silence because all of the students had concentration to write the answer.

This activity did not stop at the write phase. The teacher informed the students to back in their group and asked them to choose a student as delegation to describe his/her answer that was possible for the other students in same group to explain his/her answer too. So, all of them pointed a student as their delegation in a group. It was the result of discussion:

Teacher : Starts from group 1, please describe your answer about why is there a lazy student?

Mifta : There are some factors that influence students are lazy. They have problem in lingkungan (Mister, I do not know the English of lingkungan).

Teacher : Lingkungan in English is environment, continue please!

Mifta : There are some factors that influence students are lazy. They have problem in environment, such as with their friend, their family or with their boyfriend and the teacher does not care with their students.

Teacher : (Reply to Mifta's answer to make students understand) how about group 2? Please give your consideration about that!

Irma : I think there are many factor, not only from environment and the teacher, but also from students their selves. They loss concentration in class because they focus to play a hand phone.

Teacher : How about the other? Afif, please tell your answer!

Afif : I am agree about that, I think go steady also disturb the students to study. They always think the problem boyfriend.

Teacher : From group 1, Selvie can you?

Selvie : I think because we usually spoiled our brain to never think the lesson so we are lazy to study.

During discussion process, the teacher wrote some words on the whiteboard, such as:

1. Environment
2. Lose
3. Boyfriend's problem

Then the teacher explained them. He told that environment is lingkungan, not problem boy friend but boyfriend's problem because it is possessive noun, we have to add an apostrophe and -s in front of boyfriend and not loss but lose because loss is noun not verb, so it can be "they lose concentration". And, do not forget to put -s in ending of "factor" because there is a word "many" so it can be there are many factors.

Next, the teacher continued by giving a question that was, what is the dominant factor for the most lazy student?

Tiara : I think the dominant factor is boyfriend, because it merusak our concentration. They always dream their boyfriend.

Teacher: (He corrected tiara's answer directly) merusak is break down. Do not forget to add -s for ending of break. So it can be "it breaks down our concentration". Okay, the other? Come on Wawan, please tell your opinion! You can do it!

Wawan: No mister, I have same opinion with Tiara. It is about boyfriend that causes a lazy student.

Irma : Mister, I think it is caused by the teacher. The teacher is boring, like in my school. My teacher menjengkelken. So the students are lazy.

Teacher: Menjengkelken is annoying. What do you mean about that?

Irma : The teacher bicaranya aneh. I do not know in English. So most of the students are boring and have no spirit to study.

Teacher: It means that the teacher's talk is strange. Aneh is strange. Only to remember, boring is bosan, bored is membosankan and boredom is kebosanan.

The teacher stopped the discussion activity and asked all of the students to pay attention. To make students understand in teaching speaking, the teacher told how to pronounce those words:

1. Environment
2. Lose
3. Boyfriend's problem
4. Influenced
5. Spoiled
6. Break down
7. Annoying
8. Strange

And as a final, the teacher gave conclusion about the topic and advised them to always practice speaking.

In the next observation at 12th October 2023, the teacher applied “Students association can increase students’ creativity, is it right or not?” as a topic to make students practice English actively.

The Difficulties Faced by Students in the Implementation of Think Talk Write (TTW) Strategy in Teaching Speaking at the Third Level of Institut Prima Bhakti Pamekasan.

In teaching speaking process used think talk write strategy, there were difficulties that faced by students such as, for the first time there were students who did not understand when the teacher gave the topic so they asked to the teacher because they were confuse what should they do. The students were difficult to tell their idea by mean of they had little vocabularies and they did not have experience much about the topic (O-4/ 12th October 2023).

As the result of interview with Muhammad Muhtar, S. Pd, he stated that:

The difficulties that faced by students are the first the students do not have many experiences about the topic that I am going to present the topic, the second is the students are confuse the topic although the teacher presented or introduced the topic and the third is the students have problem so that they difficult to show their idea (I-Tc-12th October 2023).

Moreover, some of students told that the difficulties in teaching speaking used think talk write strategy were the way to find ideas, memorize the vocabularies and to connect the other idea with their friend in a group (talk phase) because some students in a group had different opinion about the topic (I-St-12th October 2023)

Based on the explanations above, the difficulties that faced by students in teaching speaking used Think Talk Write (TTW) Strategy were the lack of experience about the topic, have little vocabularies, and to connect the other ideas to the other friends in a group.

The Ways to Solve the Students’ Difficulties in the Implementation of Think Talk Write (TTW) Strategy in Teaching Speaking at the Third Level of Institut Prima Bhakti Pamekasan.

This data was collected from observation (O-4/ 12th October 2023).

Based on students’ difficulties during teaching speaking using TTW strategy, the teacher prepared the alternative ways to solve the students’ problem such as, the first some of the students did not understand about the topic because they were confuse what should they do, so the teacher gave opportunity to other friends who knew to explain the meaning of the topic. As addition, the teacher gave point of view about the topic, explain clearly by giving experience or point of view not only in English but also he mixed into Indonesia language.

The second was the students difficult to arrange the words into a sentence because they had little vocabularies. In this situation the teacher helped them by gave appropriate vocabularies and how to pronounce them, not only that, he also explained the way to make right sentences based on the sentences that they made. For example, when one of students said that “They always think the problem boyfriend”, so the teacher told that the correct is problem’s boyfriend because it is possessive noun.

The third, when there were some students who were afraid to tell their ideas, the teacher pointed the student directly and supported them that they can do it and let them to describe their ideas. The last, the teacher gave limited times in every phase, so it made students had to decide what should they do or answer soon especially in talk phase while there were some different opinion. So, all of the ways made situation in the class were effective during teaching speaking using TTW strategy. As Muhammad Muhtar, S. Pd said that:

The first solution depends on the situation. If the students get difficult to explain their ideas, I give them point of view, I give them experience or example. But, if they get difficult to arrange the statement because they are afraid so I support them by giving motivation and correction the statement, that must be teacher does. The last students are pessimistic with their opinion so I approach them by giving motivation (I-Tc-12th October 2023).

In addition, Mifta said that “Usually my teacher gives correction for my sentences, he gives me the vocabularies that I do not know, he teaches me patiently, he always motivates the students so the students can practice English well (I-St-19th October 2023).

Discussion

It contains a discussion of result of the finding in the implementation of think talk write (TTW) strategy in teaching speaking at the third level at Institut Prima Bhakti Pamekasan, the difficulties that faced by students, and the ways to solve the students’ difficulties in teaching speaking.

The Implementation of Think Talk Write (TTW) Strategy in Teaching Speaking at the Third Level of Institut Prima Bhakti Pamekasan.

By implementation of TTW strategy, the teacher tried to create a new atmosphere in teaching learning process of speaking. It is aimed to make students were enthusiastic and interesting to practice speaking well.

In teaching speaking using TTW strategy, the students must pass three phases before they asked to answer the problem of the topic. These phases were important for students to organize all of their ideas about the topic. The teacher presented a simple topic that was a question model to stimulate students’ ideas by giving consideration before. According to Yamin and Ansari (2008:63) by using a topic in teaching learning process made students were easy to have pay attention, they could study knowledge and develop kinds of competences in subject at the same topic.

Actually, the teacher had other alternative way to produce a topic that was use a text or story telling but the teacher at the third level of Institut Prima Bhakti Pamekasan did not use the text because it spends much time for students to read only the text that possible they do not understand. By simple topic the teacher did not let students to have understanding individually but he explained the topic in mixed language (English-Indonesia) by giving point of view or experience in order that students understand clearly that made it more efficient that suitable of Wallace et al’s statement (2004:10) students improve their speech when teachers provide insight on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways.

In forming students’ ideas in teaching speaking using TTW strategy, the teacher presented phase of think, talk, and write as an alternative way to make students practice in speaking. Think phase gave opportunity and challenge for students to build their ideas individually. It was important thing to create their ideas authentically. In think phase, students were not pressured only to read and think but asked them to make a note by giving opinion based on the topic. Talk phase asked students to discuss together in a group. This situation made students get benefit, such as they could share together, socialized with their friends directly, and knew the other friends’ opinions by exchange information about the topic. While this phase made students participate in having discussion or dialogue so they would know their friends’ speaking skill. Write phase asked the students to write the result of talk phase. It meant that students construct their answer based on the result of discussion. The students did this activity individually to know their ability in understanding the topic. All of these phases could increase students’ interest to practice speaking

English because they did the task together in a group and it was supported by teacher who used a simple topic that suitable with students' daily life.

As the result all of phases, students were asked to describe their answer individually and gave chance to other group to give consideration. It was important for students to more active and be enthusiastic in practice speaking when his/her answer is interrupted by other student in different group. It made student was stimulated to find events or something new in his/her ideas based on the topic as a response of interruption and made the students to more appreciate with ideas of other students. As stated by Yamin and Ansari (2008:15):

A learning process is needed to support students to communicate the result of their creativity and research for the other students, teacher and other people. In order that learning process is possible for students to socialize by appreciate the differences (opinion, behavior, ability, achievement) and train to work together.

It meant that learning process is needed to ask students to develop their emphatic so it gives understanding each other by treat alike their knowledge and behavior.

The English teacher at the third level of Institut Prima Bhakti in the implementation of think talk write strategy in teaching speaking gave opportunity for student to mix language for the English words that they did not know. It was proposed to make students keep practice in speaking and showed that they were able to tell their ideas so this situation enable to make the class more alive. As correction for they in words, the teacher clarified the students' answer in English directly.

In teaching speaking process, the teacher participated as a supervisor to observe students' activities, a motivator to support students who were shy or lazy to answer, a mediator to facilitate students in speaking process, and as a corrector to check and correct students' grammar by explain their mistakes in vocabulary, tenses, pronunciation of the sentence. All of them gave effects for students to more active in practicing speaking and be aware for their mistakes so they could change into the correct sentences with right pronunciation.

As the final result in the implementation of think talk write (TTW) strategy, the teacher at the third level of Institut Prima Bhakti Pamekasan did not mark the students' answer because the basic of this study was to know the students ability in practicing speaking directly, the teacher only gave conclusions about the topic in order that students more understand and get the knowledge, and the last he advised the students by remembered that speaking was important thing to communicate with other people in other country while it could support the students to have self confidence and brave to try speaking English, not only in their course but also in their school and environment around them.

The Difficulties Faced by Students in the Implementation of Think Talk Write (TTW) Strategy in Teaching Speaking at the Third Level of Institut Prima Bhakti Pamekasan.

Based on the finding, there were difficulties that faced by students in the implementation of TTW strategy such as some of the students were difficult to understand about the topic, they were still confused what should they do at the first, they had little vocabularies so they had problem in arranging the right sentences and difficult to connect the different opinion with the other students.

Actually, the lack or did not experience about the topic was affecting them in having understanding. Whereas, the teacher tried to choose a suitable topic in their daily life in order that they understand easily and interesting to practice speaking. As statement of Anderson (2004:191) even if the students had no experience of giving presentation by themselves, it should be possible to elicit responses on the basis of their experience as the audience. In having little vocabularies, it was caused by students who were lazy to read much, practice the words, difficult to memorize and easy to remember the words. For the difficulty to relate the students' opinion with the other friends in a

group (talk phase), actually it was not pressure to merge one opinion with the other opinion because the important point of this phase was to stimulate students in practice speaking and by using TTW strategy especially in write phase (as the result of talk phase), the students were asked to construct their ideas individually. It meant that the students had chance to use their opinion authentically or added the other students' opinion when they gave the description about the topic.

Above all, the difficulties were not disturbance for students at the third level of Institut Prima Bhakti Pamekasan to practice speaking English especially in the implementation of TTW strategy in teaching speaking because it was a natural situation in every teaching learning process that must teacher faced, while the teacher was demanded to have some efforts to solve them in order to create a alive class.

The Ways to Solve the Students' Difficulties in the Implementation of Think Talk Write (TTW) Strategy in Teaching Speaking at the Third level of Institut Prima Bhakti Pamekasan.

Based on the findings, the English teacher at the third level of Institut Prima Bhakti Pamekasan in the implementation of TTW strategy had alternative ways to solve the difficulties that faced by students. In teaching speaking process, the teacher tried to take Standard English which was suitable with students' daily life. It was about the topic that used by the teacher. Choosing a topic was adapted with the students' experience. It was proposed to make students understand clearly. According to Wallace et al. (2004:10) students might enjoy speaking about their personal experiences. When given this opportunity they could benefit from instruction in the elements of good story telling. By choosing appropriate topic could make students were able to tell their ideas easily. So, if there were students who were still confused, the teacher gave chance for other students who understand to help them by giving explanation about the topic. As addition, the teacher gave points of view or example of the topic to make students understand clearly. This way was very effective to help the teacher knows the students' ability in comprehension of a topic.

In other side, the competent teacher was able to help students in correct their mistakes. As the findings that teacher clarified the students answer in making right sentence by explains about the arrangement the words, how to pronounce the words, that all of them was very important for students to repair their speaking English to be better. Suitable with Harmer's statement (1998:94) that it was important for teachers to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise. When students were repeating sentences trying to get their pronunciation exactly right, then the teacher will often (appropriately) every time there is a problem.

The English teacher at the third level of Institut Prima Bhakti Pamekasan was not only focused for students' mistake but he pay attention for students' condition in class. It meant that teacher gave approach by motivate, support and guide students who were passive that they did not afraid to practice English, be confident and brave because they could do that. By pointed students directly told their ideas were effective way that teacher did in this situation because they could not refuse the teacher's request to tell their answer.

In the implementation of TTW strategy, to solve the students' difficulties in relating the opinions each other, the teacher gave limited times in that write phase. It was very effective for students to decide their ideas that they want to take or not in presentation. So, it made students more appreciate for the other students' answer. According to Burns and Joyce (1997:18) Speakers had less time to plan than writers and they often have to produce what they want to say on the run. This time restriction created constraints on the speakers' processing of language.

Therefore, the teacher's effort to solve the students' difficulties in the implementation of TTW strategy in teaching speaking must be suitable with students' need and did it maximally in

order that it gave benefit to develop the students' speaking ability and made them were enthusiastic in teaching speaking.

CONCLUSION

The conclusion is described as follow:

1. The implementation of think talk write (TTW) strategy in teaching speaking at the third level of Institut Prima Bhakti Pamekasan was started from the teacher who gave a simple topic that should the students answer by passed three phases that was think phase, asked students to think the answer individually, talk phase that made students discuss the answer in a group that possible for them to socialize and exchange information/opinions with other friend easily and talk phase that asked the students to write the result of the discussion based on their ideas individually. The last, the teacher asked them to present their answer to other group that possible for other group to give considerations.
2. There were difficulties that faced by students at the third level of Institut Prima Bhakti Pamekasan in the implementation of think talk write (TTW) strategy in teaching speaking, they difficult to have understanding about the topic because the lack or had not experience, they difficult to make sentences because they had little vocabularies and difficult to relate their opinion with other friends' opinion in talk phase.
3. The English teacher at the third level of Institut Prima Bhakti Pamekasan prepared some alternative ways to solve the students' difficulties in the implementation of think talk write (TTW) strategy in teaching speaking that involved giving an approach for students by motivate and support that they could practice English confidently, told the topic clearly by giving explanation, point of view or example in order that they understand clearly, corrected the students' mistakes in speaking directly and gave limited times to make the students decide the answer soon.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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