Implementing Think Talk Write Strategy to Enhance Students of High School’s Writing Skill in Narrative Text

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Abstract
This study aims to explore students of high school’s writing skills through collaborative learning, which specifically provides reports on classroom learning situations where the researcher involved as a research instruments in implementing this system. This study applied the Classroom Action Research (CAR) design. CAR underlies class research as a method which enable the researcher know how to improve students’ writing skills in the class. The researcher focuses on four students’ grade X of Science Major. There are four steps undertaken in action research: plan, action, observation, and reflection. In this technique, the researcher have used qualitative data including methods of observation, interviews, questionnaires, and documents. Quantitative data is obtained from the results of the pre-test and post-test. Data is an instrument represented by each test. This study concluded three things, first, the teachers were found to have been able to use collaborative learning in an effort to improve students' writing skills in English, especially in narrative text learning. Second, teachers are required to be able to be creative in creating a comfortable situation, which is important because it has implications for students' interest in learning. Third, teachers are advised to understand well about the steps taken in collaborative learning. In practice, the test results show that the improvement of students' writing skills is seen based on the average score of the pre-test at 69.3, post-test 1 at 73.1 and post-test 2 at 79.8. This shows that the application of collaborative learning models in the teaching and learning process is proven to improve students' writing skills in narrative texts.

Keywords: Improvement; Learning; Writing Skill; Think Talk Write

1. Introduction
In English, writing is one of the most significant skills among the 3 fundamental skills. The underlying writing is important because the purpose of this skill is to direct students to writing skills. Learning is able to express themselves and anything through speaking, but they will be able to express more through writing especially when one found difficulties in expressing things verbally. Bearing in mind, writing is classified into the productive skills as speaking, while listening and reading are categorized as accepting skills. Productive skills mean skills that are used to produce language that reflects meaning, while receptive skills are skills used in capturing meaning.

The ability to think creatively and student activities must be a factor of highy considered in the teaching-learning process. As for choosing the learning method, the teachers should be able to improve and support the creative thinking abilities and activities of students in their learning in the classroom. The application of learning methods that are appropriate for the learning of students in their classes,
usually sustained by the presence of innovative and creative ideas. One of the learning methods that can be chosen and applied is Think Talk Write (TTW). The TTW method developed and built through thinking, speaking and writing activities involves solving problems in small groups. This method helps students to actively participate, think critically, and work in collaboration and provide opportunities for students to work independently and collectively (Isjoni, 2012: 113).

Narrative is a type of writing that allows the author to report an event. Narrative text tells of events based on the order in which the events occurred. In this study, the researcher used types of words and phrases to show time sequences, such as; first, second, next, finally, etc. in explaining clear situations that occur based on chronological sequences (Oshima & Hogue, 2007, p.27). On average, almost all students like learning to listen and read narrative stories. Having paid attention on the students’ enthusiasm, educators should be able to implement narrative writing learning to their students. In my preliminary research, I tried to get closer to the students through teaching materials on narrative writing lessons.

Students basically want to be invited and involved in the thought process. Having observed on the sample, students have a lot of enthusiasm about positive things being talked about in the classroom. The researcher occasionally presented narrative stories about their culture and place of residence, the researcher believes it will be a good way to get students’ attention. Narrative is a story in written text form. As someone tells an oral story, the narrative text aims to entertain the reader by characterizing the structure of the text in a sequence. In narrating stories, readers cannot see character expressions and they only interpret words that are meaningful and form an idea. Of course, students in this case will imagine characters based on the theme of the text, therefore the media is needed to express all the characters in the text. Writing narratives is a medium to foster students’ creative imagination. Additionally, narration allows students to be able to tell stories well, namely expressing their ideas and emotions by writing narratives. They will also be free and happy to write narrative texts based on their own imagination. In the opinion of the researcher, this is a pleasant effective way to increase students' imagination, through learning to write narrative texts students will be trained to have good thinking and learning skills (Roy, 2014, p.9).

As we understand, most people, including students, want to read stories of imagination or fiction, this is as much as the interest of the local bookstore community, especially in Indonesia. As explained earlier, narration is a type of writing that tells the story of imagination or real events in past events, in the context of classroom learning we can begin to teach narrative writing by observing students' experiences first. Where in a study, it is possible for most students to share their experiences orally or write it in the form of a diary. Based on these facts, educators should give them the opportunity to write their experiences as well as possible in order to provide suggestions and ensure that their writing is interesting to read. (McCharty, 1998, p.5).

In this case, the researcher seeks to improve students' writing skills by referring to the theory that is influential in this field. Hyland stated that writing the teacher's best method was the flexibility and support of educators and students being taught (Hyland, 2003, p.78). Nur Hasanah (2015) examined how far the Round Table Strategy is able to improve the writing skills of students writing narrative texts, while the type of research used is classroom action research. The difference between this research and other the researcher lies in the instrument used, namely applying interview techniques. The results obtained are a Round Table Strategy proven to be able to improve students' abilities in writing narrative texts. Jeffrey A. Snider (2008) investigate the art of storytelling and how that art was integrated into everyday lives and history which is beyond the teaching and learning process. Nui Takania (2015) did a research to understand the students’ improved quality in learning through Think Talk Write (TTW) technique and to know TTW implementation in teaching writing. The difference between this study and the researcher was about the text being used, which is the descriptive text. The result of this study was the students’ ability in writing skills was improved by strategically implementing Think Talk Write Strategy.
2. Theoretical Underpinning

2.1. Think Talk Write (TTW)

Think Talk Write (TTW) is a strategy formulated to facilitate learners in practicing both writing and speaking verbally in an effective way. This strategy was initially introduced by Huinker and Laughlin (1996, pp. 82). This approach is based on the understanding that learning is a social behavior that encourages students to think, speak, and then write a particular topic. The TTW strategy encourages students to influence and manipulate ideas before realizing them in written form. This strategy also helps students to gather and develop ideas through structured conversations.

This TTW technique is basically built through thinking, speaking, and writing. A learning strategy that is expected to improve students' mathematical problem solving skills is think-talk-write (TTW) strategy. The strategy introduced by Huinker & Laughlin (1996: 82) is basically built through thinking, speaking, and writing. Flow of strategy progress. TTW starts from the involvement of students in thinking or creating dialogue themselves after the reading process, then talks and shares ideas with their friends before writing. This atmosphere is more effective if done in heterogeneous groups with 3 to 5 students. In this group students are asked to read, make small notes, explain, listen and share ideas with friends then express them through writing. Following are the steps in the TTW:

| Think | Students are asked to read text in the form of questions especially those related to daily activities, or descriptive. At this stage students individually think of possible answers (resolution strategies), make small notes about ideas manifested in reading, and things that are not understood by using their own language. |
| Talk  | Students are efficiently given the opportunity to discuss the results of their investigation in the first stage. At this stage students reflect, compile, and test (negotiate sharing) ideas in group discussion activities. Students' communication progress will be seen in their dialogues in discussions, both in exchanging ideas with others or in their own reflections that they express to others. |
| Write | At the last stage, students write down the ideas they got in the first and second stage activities. This paper consists of the foundation of the concepts used, the relationship with the previous material, the completion strategy, and the solutions obtained. |

Huinker and Laughlin (1996) suggest that this strategy is considered effective, it can be rationalized that when students are assigned to plan, summarize, or reflect and they work in heterogeneous groups consisting of 2-6 students. Heterogeneous groups are intended so that in the group there are students who can help other members in solving problems. The discussion starts from a small group then the size of the group is enlarged so that students become more capable of the learning process. From these three stages, the role and task of the teacher is as a facilitator and mediator to make effective use of the TTW strategy, and the teacher provides a task that allows students to actively engage in thinking, encouraging and listening to the ideas expressed by students verbally and in writing. Consider and provide information on what students excavate in discussions and monitor, assess, and collaborate with the research team to keep learning conditions as expected.

According to Silver and Smith (1996, pp. 21), the role and task of teachers in an effort to make effective use of the think-write-write strategy can be done by proposing and providing tasks that enable students to be actively involved in thinking, encouraging and listening carefully. The ideas expressed by students either verbally or written is considered and provide information on what students excavate in discussions, as well as monitor, assess, and encourage students to actively participate. The prepared task is expected to be a trigger for students to work actively, namely questions that have divergent answers or open ended tasks. The Think-Talk-Write strategy is expected to be a new strategy for teachers in teaching the classroom, especially on writing subject. The learning model that emphasize students being able to be active in teaching and learning activities, the called student-centered, instead of teacher-centered strategies, teach how to interact effectively in small groups of students (consisting of 4-5 people).

The expected interactions consider students in their group think both in studying descriptive material and solving problems faced in writing descriptive text, students discuss each other (talk), and
write the results of the discussion in the form of summary material about narrative text (write). In addition, through Think-Talk-Write strategies students who are members of small groups are expected to help each other, especially students who are good at students with less ability. It is expected that with the think talk write strategy, the student learning outcomes, especially the writing narrative text, will increase. But this strategy is also expected to make the condition of the class conducive. In applying this think talk write strategy, the teacher only applies as a mediator in addition to collaborating with the research team.

**Figure 1:** Learning Model of Think Talk Write (Huinker and Laughlin, 1996)

Thinking is an activity that involves the mind in initiating opinions, making decisions, etc. Talking means saying things to provide information; whereas writing means producing something in written form in the hope that people can read, do or use it (Oxford Pocket Dictionary, 2008, p. 453, 461,516). Huinker emphasizes that Think Talk Write begins through a series of activities including thinking, speaking, and writing. The flow of progress in the TTW strategy starts with the involvement of students in thinking or dialogue themselves after the reading process. Then, they talk and share ideas with fellow students before writing. Based on the effectiveness aspects, this atmosphere is more effective when realized in heterogeneous groups consisting of 3-5 students. In this group, students are asked to read, take notes, explain, listen, share with friends, and express ideas through writing. (Hunker, & Laughlin, 1996, p. 82).

Think Talk Write (TTW) is applied initially to develop writing skills smoothly and practice language before writing it. This is as stressed by Suyatno, this technique begins with thinking through reading. Reading results are communicated through presentation presentations or discussions (Suyatno, 2009, p. 66). Huinker and Laughlin noted that Think Talk Write (TTW) was built in time for thought and reflection and for organizing ideas and testing selected ideas before students were expected to write. The communication flow develops from students who engage in reflective thinking or dialogue themselves, to talk and share ideas with each other to write (Hunker, & Laughlin, 1996, p. 82).

According to Allen (2004, pp.1), thinking is an aspect of an integrated process in an effort to find, analyze, and communicate information. It needs to be understood, one's thoughts begin even when he decides' what needs to be read and written. To be able to think smartly, someone should use reason. Reasoning is the basis of various aspects of human thought. In part in general refers to the process of thinking and communicating our reasons in order to provide certain conclusions. This is as noted by Steve Bokkett (2007, quoted in John Smith) that ideas flow through our minds all the time, even in cases that are often unnoticed. Especially when we pay attention to what 'is in our mind' we can just accept this mental material or, unfortunately, forget most without considering how these things benefit us (Smith, 2010, p. 9). Talk and thinking are two phases that are difficult to distinguish. When we try to talk about something, we will think about it in order to regulate what we will talk about. In view of
this important matter, it is necessary to teach thinking and speaking in writing that will have a significant impact on completing tasks in the school as well as being an indicator of being able to internalize science and articulate it into writing that is understood by the public (Smith, 2010, p. 1).

2. Method
2.1. Research Design

In this study, the research used Classroom Action Research (CAR) to improve students’ writing skill at the first grade students in SMA Muhammadiyah 1 Sukoharjo with the subject was students of the first grade.

2.2. Setting Place and Time

In this point, there were two sub-points, the place of the research and the time of the research. 1) This research was conducted in SMA Muhammadiyah 1 of Sukoharjo. In this research, the researcher focused on the first grade students. 2) This research was conducted from April to June academic year of 2018/2019. The schedule of the research was based on the academic calendar and it was held in the first semester of the academic year of 2018/2019.

2.3. The Procedure of Classroom Action Research

Figure 2: The Cyclical AR Model Based on Kemmis & McTaggart (1988)

Research Procedure
Theoretically, this research was designed through classroom action research. According to Kemmis and Taggart (1988), the implementation of classroom action research includes acting and observing and reflecting phases. In the preliminary phase, it is the phase of identifying problems in the class. The researcher tried to find the best possible technique that enables her to be able to facilitate and help students expressing their imagination through writing. Finally, researchers applied the ThinkTalk-Write strategy as an effort to improve students' writing skills. The teaching material were taken from
LKS and English in the Focus book. At the planning point, researchers have prepared a number of activities in order to solve all writing problems faced by students. Researchers have previously designed lesson plans related to English language lessons as well as preparing indicators of success as research instruments. There are several activities, mainly the socialization of research programs.

The researcher turned to the class teacher for the second time at school so that he gave permission to carry out activities in this study while also socializing about the research schedule. The researcher applied a strategy that was relevant to the second activity carried out by researchers and teaching class teachers in English subjects. The researcher began to apply Think-Talk-Write techniques. The researcher has tried to explore stimuli for students so that they are able to be more active in English writing classes, especially in writing narrative texts. Designing a learning plan as a third activity is carried out by researchers and class teachers. The researcher asked the class teacher as a collaborator of this study about lesson plans to be used in the class. The learning plan consists of the identity of subjects, learning objectives, indicators, teaching scenarios, materials, and teaching materials. Researchers and collaborators of this study created good materials and good class conditions. Here lesson plans, classroom teaching and evaluation are carried out by the researchers themselves.

![Figure 3: Research Procedure](image)

3. Results
This research was conducted in SMA Muhammadiyah 1 of Sukoharjo. The researcher worked collaboratively with the English teacher. This research was conducted in 2 cycles, where each cycle consists of 3 meetings. The researcher identified the problem related to the procedure before the implementation of Action Research. During the process of the research, the researcher and collaborator noticed that the research showed the positive improvement in writing skill. Teaching Narrative Texts in Writing Subject In essence, teaching narrative in writing is nothing but a challenge for the class teachers if he must be able to create innovative and creative strategies regarding teaching writing. Exploring interesting media to apply is a good solution for teachers in solving their problems while teaching writing. In this study, the researcher asked students to make stories or legends they had read before. Before writing students are instructed to retell stories in narrative texts then they start writing using their imagination, then they can discuss their difficult words to their teacher. After completion of writing students are expected to be able to create their own stories, therefore, this strategy not only demands students to write but also asks students to think and speak.

Narrative is an activity of telling a story based on the sequence of events in a story technically, the researcher applied the use of linguistic elements in the form of words and phrases as teaching materials so that students understand how to show the order of time. The researcher uses time sequence signals such as first, second, next, finally, etc. In order to be able to place an event based on its
sequence, the situation is described chronologically (Oshima & Hogue, 2007, p.24). This is as emphasized by Celce and Murcia (cited in Olstain, 2000, p.151) that structured narratives cover stories along with the chronological development of events and center on someone or character. As a result, "a narrative is usually personalized or individually tells about events regarding the person or person involved". Betty states that narratives and process paragraphs present events and steps in chronological order in a sequence that occurs naturally. Narrative paragraphs tell a story or tell an event or anecdote. It often builds up tense situations and makes a surprise for the end (Diestsch, 2006, p87). In the opinion of Thomas (cited in Kane, 2005, p.366), narrative is nothing but a sequence of meaningful events that are told through words. The meaning of the narrative lies in its function to convey an evaluation of the story. While evaluation is presented by the researcher as a reaction to events in the story. Emily (cited in Hutchinson, 2005, p. 10) suggests that most narratives tell ideas based on chronological order (sequence of events). In this case, illustrated a student retells a story in sequence, then followed by another. Before the student starts, he is advised to write down some notes on the program to be covered. Functionally in society, narrative is a powerful medium for changing opinions and social attitudes. Narration is present as an idea that always exists in several soap operas and television dramas to raise topical social issues and present different complexities and perspectives in news reports and current affairs programs (Knapp & Watkins, 2005, p.221). There are narrative grammar features: When one tries to report people and events in sequence according to space and time, the narrative is generally characterized by the use of action verbs, which in this study use verbs 2 (denotes the past events) and also uses temporal links, such as after, then, henceforth (Ibid, p. 221).

3.1. Generic Structure of Narrative Text

There is a generic structure in a narrative text. First is orientation, in which there is a series of scenes (time and place of the story) and introduces participants to the story. The second is Complications; part of the story that tells the beginning of the problem that led to the critical condition (climax) of the main character. The third is resolution, this story provides a solution to problems that end happily or sadly. The last one is re-orientation (optional). In this section, it is a story that contains concluding comments on the story in the form of lessons or moral advice (Setiadi, 2008, p23). Additionally, the narrator or writer can make narrative texts from his experience or imagination. For example, Harry Potter is one of the popular fictions created by human imagination. Of course, this great imagination revolves around magicians and magic schools, through the story of Harry Potter connoisseurs of narrative texts, students, for example not only enjoy the fiction, but also can create themselves according to their more original and special imagination.

3.2. Students Skill’s Improvement on Narrative Text by using Think Talk Write Strategy

Designing a lesson plan as the third activity carried out by researcher and class teacher. The researcher asked class teacher to be fellow the researcher in this study to play a lesson plan that will be used in the classroom. The learning plan consists of the names of subjects, learning objectives, indicators, teaching scenarios, teaching materials. The researcher collaborated with collaborators of this research to create good materials and good class conditions. At this stage, lesson plans, classroom teaching and evaluation are carried out by the researcher themselves. The next step is the implementation phase. Think-Talk-Write technique is applied to grade X students of High School Muhamadiyah 1 of Sukoharjo with the first grade students (grade X) as the research subjects. There are four steps in this study concluded as follows:

3.2.1. Planning

The researcher prepares a lesson plan which is being implemented in the teaching-learning process by holding discussions with the class teacher. The researcher used presentation slides as teaching media to
deliver learning material, besides that, the researcher also provided papers and drawings used in assessing students’ achievement. The research instruments used were observation and test sheets.

### 3.2.2. Acting
The researcher with the class teacher designed the activity in the learning process

**Learning Activities**

1. The researcher explored teaching materials and teaching resources
2. The researcher classified the learners into four groups
3. The researcher describes the rules of group activities
4. Each group is given one paper and pictures about animals
5. The students involve to imagine and to create a creative story of the picture
6. Learners discuss their imagination and creations in group
7. Each student was asked to writes creative story on their distributed paper

### 3.2.3. Observing
The researcher observes students’ assignments using the observation checklist. The researcher examines each group one by one to check the students' work.

### 3.2.4. Reflection
In this phase, the researcher found that most students had a good imagination about the images they had, but they were still having difficulty writing narrative texts in the English written version. Some students even get improved, others were still below the success criteria. This means that the implementation of cycle 1 needs to be revised.

1. Learners are able to pay good attention in the learning process
2. Learners are able to show a good learning attitude in the learning process
3. Learners are able to raise their opinion in the discussion session
4. Learners are able to actively work in team
5. Learners are able to write their idea in English language
6. Learners are able to arrange the sentences into English language

### 3.2.4. Revising
Based on the planning, implementing, observing and reflecting in cycle one, the researcher found that there were some difficulties in writing narrative text. In cycle two, the researcher decided to explore interesting topic, so that the students will give their attention to the topic, it is hoped that there will be an improvement in writing skill in cycle two.

We can see the comparison of the improvement in table below:

**Table 1.1: The students’ score of Pre-Test and Post-Test 1**

<table>
<thead>
<tr>
<th>Score</th>
<th>The Lowest Score</th>
<th>The Highest Score</th>
<th>The Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>60</td>
<td>85</td>
<td>69.3</td>
</tr>
<tr>
<td>Post-Test 1</td>
<td>65</td>
<td>85</td>
<td>73.1</td>
</tr>
</tbody>
</table>

In giving the students pre-test and post-test 1, the researcher distributed 20 multiple choice questions, where there were 5 questions about the organization and purpose of narrative text, 5 questions about the logical development of idea, 5 questions of grammar and 5 questions of punctuation and process of writing. The researcher identified the total right answer of the students in every aspect of writing assessment. The results can be clearly seen on the chart below:

In giving the students pre-test and post-test 1, the researcher distributed 20 multiple choice questions, where there were 5 questions about the organization and purpose of narrative text, 5 questions about the logical development of idea, 5 questions of grammar and 5 questions of
punctuation and process of writing. The researcher identified the total right answer of the students in every aspect of writing assessment. It can be seen clearly on the chart below:

**Figure 1.2: Students’ Score of Comparison between Pre-Test and Post-Test 1**

![students_score_chart.png](attachment://students_score_chart.png)

From the chart, the researcher identified that there were some improvements between the students’ score of pre-test and post-test 1. In pre-test, the students’ score for about organization and purpose of narrative text in percentages was 69, 4% and it improved be 73, 3% in post-test 1. For about logical development of idea, the students’ score in pre-test was 69,45 and improved be 70%, then the students’ score of grammar in pre-test was 72,2% be 80,5% in post-test 1. The last, for about the students’ score of punctuation and process of writing also took an improvement from 66, 1% in pre-test be 68, 85 in post-test 1. On the basis of the above description, the researcher identified that the students improved their understanding and skill for all aspects of writing assessment well by using think talk write strategy. For the clear information of the students’ improvement in narrative text, the researcher showed it in a chart below:

**Figure 1.3: Chart of Comparison Students’ Score of Pre-Test and Post-Test 2**

![students_score_chart2.png](attachment://students_score_chart2.png)

There were some students’ improvement for about aspects of writing assessment after the students took a post-test 2, they were an improvement in organization and purpose of pre-test in 69,4% be 86,1% in post-test 2, then in logical development of idea of pre-test in 69,4% be 76,6%, in grammar from 72,2% in pre-test be 77,7% in post-test 2, and the last in punctuation and process of writing from 66,1% be 78,85 in post-test 2. From the description above, the researcher concluded that the students’ writing skill in narrative text improved by using think talk write It shown clearly on the improvement of the students’ score in pre-test, then post-test 1 and post-test 2.
4. Discussion
Based on the result finding, the researcher discusses as follows:

4.1. The Students’ Writing Skill Improvement in Narrative Text using Collaborative Learning

In during the research, the researcher identified the students’ writing skill in narrative text by using think talk write improved. It can be seen in the improvement of average score for pre-test about 69.3 became 73.1 in post-test 1 and 79.3 in post-test 2. From pre-test, the researcher identified that there were 10 students who passed the test and 26 students who failed the test. Then in post-test 1, there were 19 students who passed the test and 17 students who failed the test. In the post-test 2, there were all students who passed the test and it means that there were an improvement for about the total students who passed the test and get score 75 as a passing grade or minimum score in English lesson for SMA degree.

Based on the result of posttest 2, Think Talk Write strategy can improve the students’ writing narrative text. Increasing the ability of writing by using Think Talk Write is believed to be very helpful for students, moreover there are reflections in each cycle so that the research team knows the extent to which students improve their writing skills with this strategy or technique. Students learn to create a simple story sentence in English, so that later they don’t awkwardly write in English. So writing creativity is needed for young learners, especially Muhammadiyah 1 of High School students to improve their Basic English skills.

This success cannot be separated from the support of the principal, teachers and employees of High School Muhammadiyah 1 of Sukoharjo. Additionally, students’ desire being able to write in English is quite large. This can be seen from the results between the pretest and posttest. Writing training with Think Talk Write has never been received by participants, therefore they are very enthusiastic in participating in training activities.

Table 4.1: Table of the Results of Improvement on Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Pre-research</th>
<th>Cycle One</th>
<th>Cycle Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students’ writing skills are below average</td>
<td>a. Students’ writing ability increases, as evidenced by the results of one</td>
<td>a. Students succeeded in developing their ideas through writing with the</td>
</tr>
<tr>
<td>• the lack of vocabulary mastery</td>
<td>posttest, but there are still weaknesses, where there are</td>
<td>TTW strategy</td>
</tr>
<tr>
<td>• students have difficulty in composing sentences</td>
<td>students who are not confident in writing and expressing ideas</td>
<td>b. Students begin to be confident in conveying their ideas in descriptive</td>
</tr>
<tr>
<td>• Students’ difficulties in grammar</td>
<td>b. The students’ attention and class situation began to be fun</td>
<td>text writing.</td>
</tr>
<tr>
<td>b. The pretest results are low</td>
<td>c. There is evaluation in cycle one to improve writing skills in cycle</td>
<td>c. Posttest 2 results began to be increased.</td>
</tr>
<tr>
<td>c. the less conducive classroom</td>
<td>two</td>
<td>d. The class conditions are more active, students look more serious in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the learning process teaching writing with TTW.</td>
</tr>
</tbody>
</table>

Based on the explanation above the students’ skill in writing narrative text improve.

Conclusion

Students first grade’s writing skill in narrative text of High School Muhammadiyah 1 of Sukoharjo gradually get improved. The students’ writing skill evidently improved from 69.3 in pre-test then to 73.1 in post-test 1 and 79.3 in post-test 2. In addition to that, there was an improvement in the students’ lowest score and highest score, from the lowest score 60 in pre-test to be 65 in post-test 1 and improves to 75 in post-test 2. In support, the highest score from 85 in pre-test and post-test 1 improves to be 90 in post-test 2. Based on research findings and discussions, the following suggestions are addressed to the teacher, students and future researchers: 1) Considering that the application of the Talk Talk Writing strategy can
improve students’ narrative writing skills, I hope the teacher can use the same technique to teach writing such techniques; 2) The students have great imagination in their minds, however, they are still confused in expressing their thoughts. I hope they can learn about how to express their ideas through the Talk Talk Writing strategy before, to always imagine and write new ideas.

References