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TEACHING PERSUASIVE TEXTS THROUGH THINK-TALK-WRITE (TTW) STRATEGY: AN INSTRUCTIONAL ANALYSIS

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ABSTRACT
This research was conducted after noticing the writing problems occurred in grade VIII of one public junior high school in Bandung in academic year 2017/2018. The students showed their inability of writing persuasive texts in accordance with the generic structures and language uses. The treatment used to overcome the problem was think-talk-write (TTW) together with the application of video as the instructional media. The research foci were: 1) how the learning session with TTW strategy was planned and was conducted; 2) how the improvement of students' learning outcome by using TTW with video media was; 3) how the students' responses towards the use of TTW with video media were. The research aimed at equipping the students with the ability to write persuasive texts appropriately. The method employed was classroom action research conducted in three cycles. The data collection techniques used were tests, observations, and questionnaires. The data were analyzed through several steps: categorizing, interpreting and validating data. The result indicated that learning to write persuasive texts by using TTW with video media improved the students' writing ability. This was pointed by the test result from all cycles; in cycle I, the mean of students' scores was 63; in cycle II, it increased to be 72; and in cycle III, it showed improvement to be 81. To conclude, it was proved that TTW strategy could improve the students' writing ability on persuasive texts.
Keywords: *writing, persuasive texts, learning strategy, instructional media*

INTRODUCTION

Writing is a language skill frequently used by society in daily life to communicate for a number of purposes. In writing, everyone conveys ideas, thoughts, and arguments about something. To Bolinger (in Tarigan, 2008: 16), writing delivers words into readers' mind in its own way, which sometimes much easier to understand than spoken language. The language applied in writing is totally different from the one used in speaking, due to its intention to be read by many people (Rusyana, 1984: 130). To that end, a writer should utilize

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clear language, as nothing can explain more than his/her writing.

One of the material suggested to teach in the syllabus of Indonesia language subject is persuasive texts. The intention is to enable students to be aware and think critically about actual problems arisen in their surroundings, such as environmental problems, social and cultural. Persuasive texts, also well-known as argumentative texts, are used to invite people to do something as suggested by the writers (Hornikx, 2005). Gerot and Wignell (1994) call the texts by exposition texts, texts whose aim is to persuade people to do something. Finoza (2002) further states that arguments presented in persuasive texts contain fact, general truth, or someone's opinions communicated to others. While Keraf (2007) acknowledges persuasive texts by declaring that persuasive texts are a kind of verbal art pointing at convincing people to do something at one particular time. Persuasive texts consist of these generic

structure (adapted from Derewianka, 2011; Droga & Humphrey, 2003; Gerot & Wignell, 1994; Knapp & Watkins, 2005; Toulmin, 2003) (see also Cahyani, 2016).

1) Background information and thesis statement: introducing problems and stating a writer's position/point of view

2) Arguments: delivering a writer's opinions supported by facts

3) Recommendations: suggestions proposed by a writer

4) Reiterations: restating a writer's point of view

Those definitions as well as the generic structures infer that persuasive texts basically direct a writer to convey and communicate their opinions supported by facts to readers, aiming at ensuring people to do something by providing recommendations.

In spite of its importance as stated by the 2013 curriculum, some people, especially students, still find it difficult to write. A number of problems are identified

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during learning at schools, including in SMPN 40 Bandung. One of the problems found is they were lack of ability to write a text, especially persuasive texts, in accordance with the right structure and the language uses. Based on the initial interview with the Indonesian language teacher there, it was revealed that the students showed no interest towards the persuasive texts. The students were still lack of understanding while the learning repetition had been applied. Based on the assignment scoring, 42,86% students did not pass the minimum criteria or passing grade on identifying the elements of persuasive texts, and 83,33% did not pass the passing grade on determining the generic structures of persuasive texts. This above mentioned fact basically indicates agreement with Newell and colleagues' statement (2011) and Mills and Dooley (2014) as well, that teaching persuasive texts is a demanding work. For that reason, explicit teaching such as giving a model

before students write their own texts is crucially needed (Emilia, 2011).

The students' low ability in writing persuasive texts should be overcome by implementing an appropriate strategy. Think-Talk-Write (TTW) strategy, firstly introduced by Huinker and Laughlin (1996), is believed to enable students to be able to read well, learn in groups, use media, accept information, and deliver information. This is one of the cooperative learning strategies suggested by Killen (1998) as cited by Setiawan, Sujana and Apgrianto (2017).

This strategy consists of three main steps. Huda (2016) unveils the following steps in details:

a) *Think* step: students are stimulated to think about information related to learning materials. In this case, students are given stimulus related to persuasive texts, then note what is conveyed by a teacher in a small note;

b) *Talk step*: students can exchange information and thought by having group discussions.

c) *Write* step: students are assigned to write what they have been discussed based on the assignment given.

In the present research, students are asked to write persuasive texts individually based on the generic structures and language uses.

A number of researches on TTW have been conducted to see a significant assistance of TTW as an alternative method in teaching. Significant result and effectiveness of TTW towards students' writing ability improvement have been investigated by Ambarsari, Syarif and Reynaldi (2018). Setiawan, Sujana, and Apgrianto (2017), Azis (2016), Suminar and Putri (2015) have also highlighted the positive influence of TTW strategy towards the students' writing ability as well. Even, TTW had also been proved to give good impact on elementary school students specifically on their writing

creativity (Wirda, Setiawan, Hidayat, 2017) .TTW has also been corroborated as an alternative strategy to intensify students' engagement in learning effectively, especially to improve writing ability and critical thinking (Zulkarnaini, 2011).

Effort to improve students' writing on persuasive texts can also be enhanced by the assistance of video as an appropriate instructional media. The video contains actual problems happening recently, used as the learning resource as well as media to deliver materials as suggested by Association for Education Communication and Technology (AECT) (Aqib, 2016). Initially, Skerritt (1984: 247) has specified video as media to capture and bring reality into the classroom, an excellent substitute for classroom activity and a well make product of high quality and coherence. Recently, video still remains as trusted instructional media to enhance learning including writing (Hayati, 2017; Lestiyaningsih, 2017)

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Based on the explanation above, the researchers plan to focus on the following things: how TTW strategy is planned and implemented in teaching persuasive texts, the students' ability improvement after the implementation of TTW, and the students' responses towards the implementation of TTW in their class.

METHOD

The present research employed a qualitative approach with Classroom Action Research (CAR) method as suggested by Kemmis and McTaggart (1988) as cited in Burns (2010). There were three cycles conducted in the research. The subjects of the research were 27 students. The data were collected through observations and tests. The data were then analyzed in these several steps: categorizing, interpreting and validating data (by the implementation of triangulation).

FINDINGS AND DISCUSSIONS

A. Plans and Implementation of TTW Strategy

Cycle I

In planning stage, the researchers prepared the learning scenario or lesson plans once the time for treatment was set. Lesson plans and observation sheets were arranged. The lesson plans covered the material about persuasive texts focusing on the generic structures and language uses. The topic chosen for this cycle was "Bahaya Merokok" or the danger of smoking.

The implementation of TTW in this first cycle was in accordance with what had been planned in the lesson plans. It was conducted in two meetings, each took around 120 minutes. However, the process of learning did not show significant result as expected. A revision was needed to reach the goals of learning which was to write persuasive texts in accordance with the generic structures and language features.

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Cycle II

Planning in cycle II was arranged as the follow up action from cycle I which considered not working well. The text composed by the students in cycle I showed lacks of the structure and language uses. The researchers then decided to provide text modelling, in which the content was written based on what played in the video in cycle I.

The researchers created the learning scenario by applying TTW strategy on the importance of measles and rubella vaccination or "Pentingnya Imunisasi Campak dan Rubella". Some instruments needed were prepared, including the sample of text about smoking damage created based on the video in cycle I. The generic structures and language uses were also discussed.

Cycle II was conducted in two meetings, each meeting was organized for about 120 minutes. The implementation of TTW strategy was in accordance with the learning scenario set in advance. The result showed much better result than what observed in cycle I. However, some mistakes were still found, inferring that revision on the next cycle plan was needed.

Cycle III

Planning in cycle II was generated as the follow up action from cycle II learning. Cycle II learning was considered not working very well after analyzing the students' writing.

To overcome the problems, a revision of planning was made. Before presenting the video related to the topic, as performed in cycle II, the researchers would like to provide the students with a modelling text how to create good title for persuasive texts. In addition to that, the researchers also explained common mistakes the students made in persuasive texts they composed in cycle II. This step was expected to give enlightenment for students for not doing the same mistakes.

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Cycle III was conducted in agreement with all the things designed in the learning scenario. It was organized in one meeting only, taking about 120 minutes. The topic discussed in the session was environment.

Having seen the above explanation, it is clear that the planning stage in cycle I and II are arranged based on the steps suggested by Huda (2016). However, the reflection points out there should be a revision on the plans. Cycle I does not provide any text modelling and cycle II is not completed by common mistakes explanation which lead the students to create less appropriate titles and texts. The two solutions are successfully conducted and yield in much better writing. These facts admit and prove that modelling and common mistakes explanation as forms of explicit teaching are crucially needed by students to reach much better outcomes (Emilia, 2011).

B. Students' Writing Improvement on Persuasive Texts

Cycle I

1. The Analysis of Persuasive Texts in Cycle I

Formal Aspects

It was identified that 7% of persuasive texts written by the students were categorized into good based on the criteria of the formal aspects. 7% of the texts were categorized into fair, and 85% were categorized into poor.

Generic Structures

Thesis statement; in cycle I, 4% of persuasive texts composed by the students were grouped into excellent in the thesis statement part. Meanwhile, in the same part, 37% of persuasive texts were categorized into good. The rest were 59%, clustered into fair criterion.

Arguments; 7% of persuasive texts written by the students were considered excellent. 52% of the texts were good, and 37% were fair, and 4% were included into poor category.

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Recommendations; 7% of the texts were excellent. 70% of them were classified into good. Meanwhile, 15% of them were distinguished as poor.

Reiterations; there were 19% of the texts perceived as good. 44% of them were noticed fair, and the rest 37% were categorized into poor.

2. *Holistic Text Assessment*

2.1 *Good*

Scoring Range 3,01-3,33 (B+)

There were 11% of the persuasive texts grouped as good ranging from 3,01-3,33 (B+). One sample of the text was presented below.

Merokok itu Merugikan
Writer: Kms
Di lingkungan sekitar kita, kita selalu menemukan orang-orang yang sedang menghisap rokok. Rokok merupakan benda yang dapat dikonsumsi. Namun, bukannya menguntungkan, rokok ini malah merugikan.
Di dalam rokok, mengandung zat-zat berbahaya seperti nikotin dan tar. Bahan berbahaya inilah yang dapat merusak kesehatan tubuh kita. Banyak sekali akibat merokok. Salah satunya dapat menyebabkan kanker pita suara. Bukan

hanya perokok yang dirugikan, tetapi orang di sekitar yang terpapar asap rokok juga dapat menjadi korban.
Karena merokok menimbulkan banyak kerugian, maka berhentilah merokok! Bukan hanya diri sendiri, orang lain juga dirugikan. Alangkah baiknya jika kita terjauh dari rokok.
Maka, mulai dari sekarang, berhentilah merokok! Jangan coba-coba untuk melakukannya. Hindarilah rokok sebelum rokok yang menikmatimu.

From the formal aspects, it seemed there was something inappropriate with the title, the persuasiveness was not clearly seen, for the absence of persuasive words. The author's full name was not also fulfilled. However, the theme written was in accordance with the video content.

Seeing from the structures, all generic structures were completely written down. The thesis statement focused on a general problem about smoking, which was in accordance with the theme. The arguments posed supported the text, but only a few fact of smoking bad effect was presented.

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The language used indicated some mistakes. The conjunction among clauses were realized in form of clauses among sentences; this was not the right use. Preposition "di" in the phrase "di dalam rokok" should not be utilized to open a sentence.

Scoring Range 2,67-3,00 (B)

52% of the text written by the students were grouped to the scoring range of 2,67-3,00 (B). The example was presented below.

Rokok dapat membunuh
Saya dan Anda
Writer: Gto

Rokok seringkali dijumpai di lingkungan masyarakat, baik orang tua, remaja, bahkan anak yang belum sepantasnya mengenal benda itu. Rokok adalah benda berbahaya yang mengandung berbagai zat yang menyebabkan timbulnya penyakit berbahaya.

Memang harga rokok tidak seberapa tapi akibat dari merokok sangatlah fatal. Walaupun kita tidak mengonsumsinya, tapi kita yang sering menghirup asap rokok dapat terkena penyakit juga. Salah satu dampak mengkonsumsi dan menghirup asap rokok adalah kanker pita suara.

Oleh sebab itu marilah kita jangan mencoba-coba berdekatan dengan rokok, dan bagi perokok, sebaiknya berhentilah.

Rokok sangat membahayakan nyawa anda, berhentilah dan janganlah mencoba, sebelum rokok menikmati anda.

Some mistakes of the formal text were identified. The title was not appropriately written, as it did not show any persuasiveness; no persuasive words were caught. The author's identity was not completely revealed. In spite of that, the theme was in line with the video content.

The generic structures of the text were all executed. However, it lacked of some things. The arguments did not represent sufficient facts supporting the writer's mind about the danger of smoking for people. The outline was not considered precise. The persuasive statements or recommendations should have been written separately with the arguments in order to let readers comprehend the text more smoothly.

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Some of the language uses were found incorrect. Some clauses in the sentences were also separated inaccurately.

2.2 Fair

Scoring range 2,01-2,33 (C+)

There were 26% of the texts composed by the students, scored between 2,01-2,33 (C+). The text below was one of the students' writing.

Pembunuh berasap
Writer: Kho

Rokok adalah zat-zat kimia yang bisa mengakibatkan penyakit seperti kanker. Rokok mengandung zat nikotin dan tar. Oleh karena itu asap rokok bisa membunuh orang tetapi rokok selalu dijual di warung atau toko karena banyak orang yang banyak menghisap rokok karena kecanduan.

Banyak orang yang meninggal karena menghisap rokok. Rokok sudah memakan semua korban. Oleh karena itu orang yang tidak merokok akan mengalami penyakit kanker, paru-paru, dan lain-lain, karena menghisap asap rokok dari orang yang merokok.

Oleh karena itu kita harus menjaga tubuh kita dari bahaya asap rokok dan membantu orang yang merokok.

Looking at the text formal aspects, some errors were identified. The title was considered less convincing for there was no words containing invitation or persuasion. However, the theme was regarded suitable to the video content.

The generic structures were found lack of reiteration. The outline was also one of the issues identified. The thesis statement was not too visible, due to its combination with the arguments. The arguments had not been composed orderly, bias between facts and arguments were discovered. This contributed to weak arguments of smoking damage for human. The recommendations had been jotted down. The absence of reiteration led the text to have no conclusion emphasizing the author's alluring persuasion.

Some issues on the language uses also appeared. Clauses incorrect separations were still being the problem in this category of scoring. The way the writer wrote the title was also problematic for not

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using capital letters for the title. Besides, the capital letters were not used in a sentence case.

Scoring Range 1,67-2,00 (C)

11% of the texts were categorized into 1,67-2,00 (C). The following text represented the category.

> Bahaya Merokok
> Writer: ...
> Merokok sangat bahaya. Asapnya mengandung nikotin yang menyebabkan pita suara dan kanker mulut. Berhentilah merokok sebelum rokok menikmati anda.

The formal aspects of the text showed some mistakes. The title was less convincing. The writer's name was even not found. However, the theme was in accordance with the video.

Incomplete generic structures were also identified in the text. The arguments were not listed clearly for the writer only provided two sentences. This automatically did not fully support the thesis. The recommendations were conveyed in one sentence combined with the arguments. No reiteration was found, so that no conclusion was drawn.

The language uses showed some irrelevant facts as well. The title was not completed by the use of capital letters. The sentence cases were not fully applied either.

3. *Text Scoring in Cycle I based on The 2013 Curriculum Scoring Scale*

In general, the result of cycle I represented some students' works which still needed some improvements. The average of final scores were only 63, which then converted into 2,52. 17 or 63% of the texts were good, while the rest (10 texts or 37%) were distinguished as fair. The scores were summarized in the following graph.

Graph 1. Percentage of Students' Persuasive Texts Final Scores in Cycle I

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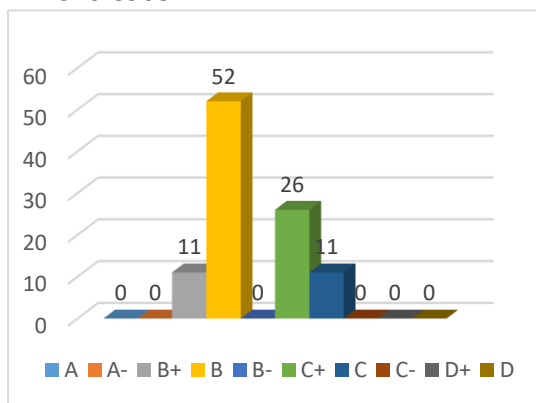
The graph showed that the most scores were dominated by B category. There were 14 or 52% of students' works were categorized into this. The second domination was on C+ category, with 7 or 26% of the texts. B+ and C category were in the last position, each of them with 3 or 11% of the texts.

The observation conducted during the treatment in cycle I pointed out that the learning had not reached the learning objectives yet. The analysis on the texts composed by the students inferred that their text had not met the ideal structures and language uses.

To overcome the problems identified in cycle I, a revision of treatment to implement in cycle II was made. Text modelling was added as one of the activity series.

Cycle II

1. Text Analysis

Formal Aspects

7% of the texts showed the excellence based on the formal aspects. 4% were classified as good, 26% of the texts were included into fair, and 63% dominated the criterion of poor.

Generic structures

Thesis statement; in cycle I, 19% of the texts written by the students showed very good understanding in the thesis statement. 33% were categorized into good. And the rest (48%) were in fair category.

Arguments; in cycle II, 30% of the arguments composed were regarded as excellent. 56% was good and the rest 11% was included into fair category.

Recommendations; 30% of the recommendations proposed by the students were categorized into excellent. 56% were good and 15% were grouped into fair.

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Reiterations; 7% of the students could produce excellent reiteration. 48% were good in reiterating and the last 11% were fair in conveying the reiteration. There was still 33% of the text stating poor reiteration.

2. Holistic Text Assessment

2.1 Excellent

Scoring range 3,34-3,66 (A-)

In cycle II, there found 4% of the texts categorized into 3,34-3,66 (A-). The following was the example of the criterion.

> Ayo Cegah Campak dan Rubella
> Writer: Abf
> Campak dan rubella merupakan penyakit berbahaya yang bisa menyebabkan cacat bahkan kematian.
> Campak dan rubella menular tetapi ia bisa dicegah dengan imunisasi. Contoh dampak dari tidak imunisasi campak dan rubella adalah anak Ibu Yunellia yang sudah mengidap sindrom campak dan rubella bawaan.
> Marilah kita cegah penyakit campak dan rubella dengan rutin imunisasi di puskesmas.
> Jagalah kebersihan lingkungan anda agar terhindar dari penyakit.

Seeing its formal aspects, the tittle written was considered precise, asking readers to prevent measles and rubella. However, the intention of the text to ask readers having measles and rubella vaccination was not explicitly stated. The theme was in line with the video content. The writer's name was also revealed.

The text had all generic structures of persuasive texts. The thesis statement was talking about the problem of measles and rubella. The series of argument contained some facts as well, but they were lack of proofs supporting the damage of those two.

However, the punctuation was irrelevantly applied. A comma supposes to be used to divide clauses in a sentence, but the writer did not use it. For instance, "Campak dan rubella menular tetapi ia bisa dicegah dengan imunisasi", it supposed to be "Campak dan rubella menular, tetapi itu bisa dicegah dengan imunisasi".

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2.2 Good

Scoring Range 3,01-3,33 (B+)

30% of the texts were included into this category ranging from 3,01-3,33 (B+). The text below was one of the B+ text category.

> Pentingnya Imunisasi
> Campak dan Rubella
> Writer: Alr
> Campak dan rubella yaitu penyakit yang sangat berbahaya. Maka dari itu penting sekali untuk imunisasi campak dan rubella ini sebelum terkena penyakitnya.
> Campak dan rubella dapat berakibat cacat, kematian, buta, tuli, bahkan kelainan jantung. Imunisasi dapat dilakukan untuk anak berusia 8 bulan sampai 15 tahun.
> Ayo imunisasi campak dan rubella sebelum campak dan rubella merusak masa depan kita.
> Jadi, penting kan imunisasi itu? Mari kita menjaga kesehatan dengan imunisasi campak dan rubella.

From its formal aspect, it seemed that the title was less persuasive. The theme was accurately right. The writer's name was also visible. From its generic structures, the text had already possessed all of them. The thesis statement talked about the effect of measles and rubella, and the importance of vaccination. The arguments presented supporting facts, but the number of arguments were not significant. From the language uses, some mistakes were identified. The punctuation was not applied appropriately, and some sentences were found not effective, such as written in, "Maka dari itu penting sekali untuk imunisasi campak dan rubella ini sebelum terkena penyakitnya". This supposed to be, "Maka dari itu, penting sekali untuk imunisasi campak dan rubella ini sebelum terkena penyakitnya".

Scoring Range 2,67-3,00 (B)

In cycle II, 41% of the texts were categorized into this scoring range. The sample of this criterion was presented below.

> Campak Rubella
> Writer: Adt
> Campak dan rubella sangat berbahaya.
> Campak dan rubella dapat menyebabkan kematian dan cacat. Sudah banyak orang yang mengalami penyakit sindrom rubella dan

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komplikasi campak dan rubella.

Campak dan rubella dapat dicegah dengan imunisasi. Maka dari itu, ayo kita imunisasi! Agar tidak terkena penyakit campak dan rubella.

Based on its formal aspect, it was observed that the title was less appropriate as the absence of persuasive words. The theme was similar to the video content, and the writer's identity was clearly uncovered.

The generic structures of the texts were complete. However, the writer did not describe the arguments by providing supporting facts about the damage of measles and rubella. The reiteration was also not too visible here.

The language uses in the text should also be corrected. Clauses incorrect separations were found in one of the sentences, for example, "Maka dari itu, ayo kita imunisasi! Agar tidak terkena penyakit campak dan rubella". It supposed to be, "Maka dari itu, ayo kita imunisasi

agar tidak terkena penyakit campak dan rubella!".

Scoring Range 2,34-2,66 (B-)

15% of the texts were assorted to 2,34-2,66 (B-). The following text was the example.

Penyakit campak dan rubella berbahaya
Writer: Tyj

Penyakit campak dan rubella dapat menyebabkan komplikasi serius, seperti radang paru-paru, radang otak, kebutaan, gizi buruk, bahkan menyebabkan cacat dan kematian.

Oleh karena itu marilah kita cegah penyakit campak dan rubella dengan cara diimunisasi.

Being analyzed from its formal aspects, the text indicated some mistakes. The title was less suitable as the absence of persuasive words. The writer's identity was not written completely. However, the theme was in agreement with the video content.

The generic structure was also not perfect. The thesis was not clearly introduced. The arguments were not

supported by facts and proofs. The outline was considered not satisfactory either. The reiteration was not also clearly identified.

Based on its language uses, the title was not well organized as the capital letters were not utilized exactly.

2.3 Fair

Scoring Range 2,01-2,33 (C+)

11% of the text composed by the students in cycle II was categorized into 2,01-2,33 (C+). The passage below was one the students' works.

> Campak dan rubella
> Writer: Erm
> Cegah campak dan rubella karena campak dan rubella dapat menyebabkan cacat dan kematian. Cara mencegahnya yaitu dengan imunisasi.
> Imunisasi campak dan rubella massal diberikan pada anak usia 9 bulan sampai kurang dari 15 tahun.

Being analyzed from the formal aspect, the title of the text was not considered persuading people. However, the content was considered well-founded as it was in line with the video content.

Some mistakes were identified in the generic structures. The outline seemed to be improper. The thesis statement was not clearly declared. The arguments were not corroborated by facts any proofs. Luckily, the reiteration was mentioned.

Some things from the language uses should also be amended. Some clauses were separated inaccurately, for instance, "Cegah campak dan rubella karena campak dan rubella dapat menyebabkan cacat dan kematian". The sentence supposed to be, "Cegah campak dan rubella, karena campak dan rubella dapat menyebabkan cacat dan kematian". The title was improperly written due to the absence of capital letters.

3. Text Scoring in Cycle II based the 2013 Curriculum Scoring Scale

Generally, the result of students' writing in cycle II indicated the score increases. The average score increased from 63 (in cycle I) to 72. So did the score conversion, from 2,52 to 2,88. 1 (4%) of the texts written by the students were distributed into excellent

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category, 23 (85%) were in good category. 3 (11%) of the students' texts belonged to fair category.

Graph 2. Percentage of Students' Persuasive Texts Final Score in Cycle II
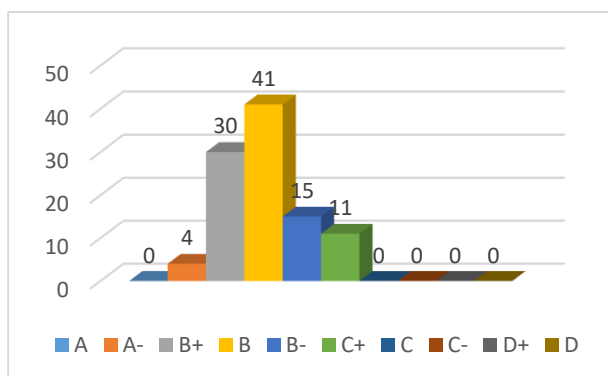
Based on the graph, B text category dominated the results. They consisted of 11 texts or 41%. The second position was taken by B+ text category with 8 or 29% of the texts. The third position was B- texts, showed by 4 or 15% of the text. C+ text category was in the fourth position, with 3 or 11% of the texts. The last category was A- with 1 or 4% of the texts.

Having observed the class in cycle II, the learning did not shown significant outcome. The text written by the students had not met the criteria of good writing.

The analysis showed that they did not write the text in agreement with the generic structures and language uses. The titles written were not using persuading words. The language uses also showed inaccurate application, for instance less persuasive dictions, clause separations, capital letter uses, and punctuation.

In overcoming those problems, the researchers revised the plans to implement in cycle III. In this last cycle, the foci would be on explaining common mistakes made by the students and title modelling by using appropriate and accurate persuading words.

Cycle III

1. *Text Analysis*

Formal Aspects

The persuasive texts written by the students in this cycle showed a pleasing result. 89% of the texts were considered excellent based on the formal aspects. 11% were classified into good category.

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Generic Structures

Thesis statement: 15% of the texts' thesis statements was regarded as excellent, 26% were good, and 59% were included into fair.

Arguments: 44% of the texts' arguments were grouped to excellent, 48% were good and 7% were fair.

Recommendations: 30% of the texts' recommendations were categorized into excellent, 33% were regarded as good and the rest (37%) were considered fair.

Reiterations: 11% of the texts' reiteration were viewed as excellent, 37% were good, and 52% were included into fair.

2. *Holistic Text Assessment*

2.1 *Excellent*

In this cycle, 15 % of the texts were included into A (3,67-4,00), while 7% of the texts were categorized into A– (3,34-3,66).

2.2 *Good*

There was 41% of the texts were classified into B+ (3,01-3,33), and 37% of the texts were categorized into B (2,67-3,00).

3. *Text Scoring in Cycle III based on the 2013 Curriculum Scoring Scale*

In general, an improvement of students' persuasive texts was visibly observed. The text produced had been categorized into excellent and good. The average scores of the text in cycle II were 72, and they increased to be 81 in cycle III. The score conversion based on the 2013 Curriculum increased from 2,88 in cycle II to be 3,23 in cycle III. 6 of the texts (22%) were excellent, and 21 of them (78%) were good.

Graph 3. Percentage of Students' Persuasive Texts in Cycle III
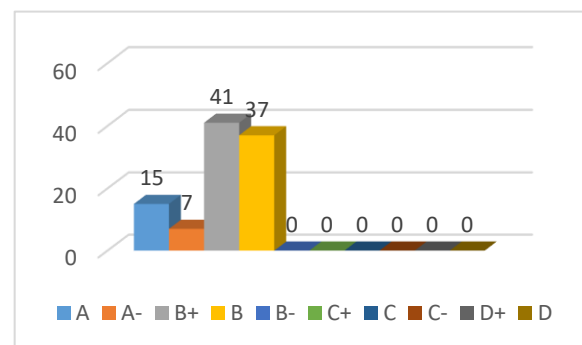
Based on the graph, the texts of B+ category dominated the percentage in a

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whole, with 11 texts or 41%. In the second place was B category, with 10 texts or 37% of the whole percentage. The third place was taken by A category, with 4 text or 15% of the total percentage. The last was A- category, with 2 texts or 7% of the percentage.

The following table showed the scores gained by the students in all cycles.

Table 1. Score of Students' Persuasive texts in Cycle I, II and III

| Name	Score			Name	Score		
	C I	C II	C III		C I	C II	C III
S1	58	67	71	S15	71	75	92
S2	71	75	83	S16	50	67	75
S3	67	79	83	S17	71	79	83
S4	71	83	96	S18	63	67	71
S5	71	88	92	S19	50	67	75
S6	54	58	71	S20	67	75	79
S7	71	75	88	S21	71	83	83
S8	54	63	71	S22	71	75	83
S9	54	58	71	S23	71	83	83
S10	63	79	96	S24	58	63	83
S11	5	5	83	S25	63	67	71
	4	8					
S12	71	75	83	S26	67	79	88
S13	58	63	71	S27	67	79	83
S14	50	63	75	Average	63	72	81

The table reported that the students' persuasive texts gained improvement in every cycle. In cycle I, the students' average score was 63, which was still regarded as low. In cycle II, the average score increased to be 72. And in cycle III, the average score significantly increased to be 81.

Table 2. Percentage of Score Category in Cycle I, II and III

Score Category	Number of Students (%)		
	Cycle I	Cycle II	Cycle III
A	0	0	15
A-	0	4	7
B+	11	29	41
B	52	41	37
B-	0	15	0
C+	26	11	0
C	11	0	0
C-	0	0	0
D+	0	0	0
D	0	0	0

Table 2 above summarized the result of students' persuasive texts in each category (scoring range) from the three cycles. The following graph represented the result based on the scoring range.

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grouped into excellent and 21 texts (78%) were in good category.

Graph 4. Percentage of Scoring Category of Persuasive texts in Cycle I, II, and III
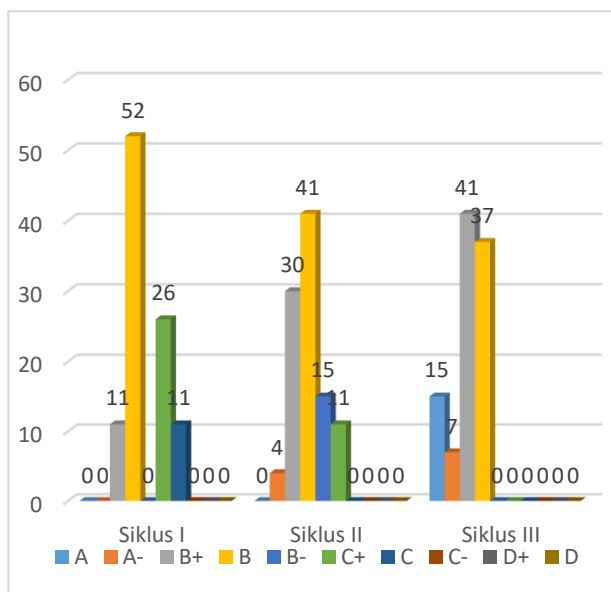
The graph explained the improvement made by the students in every cycle. It explicitly expressed that the scores increased in each cycle. In cycle I, 17 texts (63%) were classified into good, while 10 texts or 37% were considered fair. In cycle II, 1 text (4%) was categorized into excellent, 23 texts (85%) were grouped into good, and 3 (11%) were included into fair. In cycle III, 6 texts (22%) were

In cycle I, the persuasive texts written by the students were categorized into good, the rest were considered fair. In cycle II, most of the texts were considered good and excellent, but some of the texts were still categorized into fair. In cycle III, the texts produced were classified into excellent and good. From cycle I to II, it were observed that the fair and good category performed improvement to be fair, good and excellent category. From cycle II to III, the improvement was seen from fair, good and excellent to be good and excellent.

The improvement from cycle I to III is slowly but sure leading students to be good at writing. This corroborates previous researches findings about the effectiveness of TTW strategy implementation to enhance students' writing ability (Ambarsari, Azis, 2016; Setiawan, Sujana, & Apgrianto, 2017; Suminar & Putri, 2015; Syarif & Reynaldi, 2018; Wirda,

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Setiawan, & Hidayat, 2017; Zulkarnaini, 2011). This also signifies the basic theory of TTW suggested by Huinker and Laughlin (1996), that TTW provides an opportunity for students to be able to deliver information including conveying their ideas in writing.

Further talk, the facts that most students in their initial time have not written the texts appropriately and successfully are not surprising as highlighted by Newell et.al (2011), Mills and Dooley (2014). They claimed that young writers need assistance to be able to write such complex texts for persuasive texts are not simply stating arguments, but it should be supported by facts to persuade people (Finoza, 2002; Gerot & Wignell, 1994; Hornikx, 2005; Keraf, 2007). Time to time, from cycle I to III, the students' writing bespeaks betterment to create perfect persuasive texts with appropriate generic structures as suggested by the scholars (Derewianka, 2011; Droga & Humphrey, 2003; Gerot & Wignell, 1994;

Knapp & Watkins, 2005; Toulmin, 2003) (see also Cahyani, 2016).

Another interesting fact contributing to students' success in writing persuasive texts is the use of video as the instructional media. The video presented during the classroom sessions assist the students with information and reality about the danger of smoking, measles and rubella and environment. This denotes video benefits as suggested by Skerritt (1984) and AECT (in Aqib, 2016) as well as demonstrates the findings of the previous research; Hayati, 2017; Lestiyaningsih, 2017).

C. Students' Responses towards the Implementation of TTW

Having finished the treatment, a questionnaire was distributed to the students containing some questions related to the learning process by using TTW strategy.

The first question was asking whether or not the students found difficulties during the time of writing the persuasive

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texts. 20 students (74%) answered they did not, while 7 students (26%) said they did. This is a delighted finding as a con to common problems face by students in writing persuasive texts, namely the difficulties to build argument, specifically the ability to construct logical, convincing and insightful persuasive texts (Mills & Dooley, 2014)

The second question focused on asking the students if the discussion assisted them with the understanding of writing persuasive texts. 25 students (93%) agreed that discussion helped them to get the gist of persuasive texts and how to write the texts well. Meanwhile, 2 students (7%) revealed that the discussion did not work for them. This findings substantially serve as an indication of how TTW especially talk step assist students with the ideas exploration and organization stimulus to write their own texts (Ambarsari, Syarif, & Reynaldi, 2018; Huda, 2016).

The analysis of the questionnaire generally said that TTW strategy motivated the students in learning persuasive texts. The three cycle research proved that there was an improvement on students' ability after the implementation of TTW. This result precisely proves the similar findings to the previous researches conducted in advance (Ambarsari, Azis, 2016; Setiawan, Sujana, & Apgrianto, 2017; Suminar & Putri, 2015; Syarif & Reynaldi, 2018; Wirda, Setiawan, & Hidayat, 2017; Zulkarnaini, 2011).

CONCLUSIONS

Based on the findings and discussions, the following conclusions are drawn.

1. Planning for conducting TTW in teaching persuasive texts is based on the problems found in the class. Cycle I is designed by implementing TTW together with video as the instructional media, discussing the topic of "Bahaya Rokok". Cycle II design is almost

similar to Cycle I but it begins with text modelling. The topic discussed iss "Pentingnya Imunisasi Campak dan Rubella". Cycle III discusses "Pentingnya Menjaga Kebersihan". In the last two cycles, before the video presentation, the researchers provide examples of typical titles in persuasive texts and convey an explanation of common mistakes made by the students in writing the texts.

2. The implementation of TTW in teaching persuasive texts using video as the instructional media is in accordance with the theoretical description of the strategy. In cycle I, the learning process is implemented based on what has been planned but it does not work well. The analysis of the text shows that the generic structures, language uses and elements are inappropriately presented. In cycle II, the learning session is organized well in line with the lesson plan. Before watching the video, the students are given a text model which is

written based on the video content in cycle I. The treatment in cycle II has not completely worked as there are some students getting low score (fair). The analysis of the text points out that the students have not composed the text correctly. The action in cycle III succeeds to improve the students' writing ability on persuasive texts in accordance with the structures and the language uses.

3. Learning to write by applying TTW strategy completed by video as the instructional media is proven effective to improve the students' writing ability. The scores of writing increase from time to time in the three cycles. In cycle I, the average score is 63, 72 in cycle II and 81 in cycle III. The students' writing ability in cycle I is classified into fair category (37%) and good (63%), in cycle II they are improving to be fair category (11%), good (85%), and excellent (4%). From cycle II to III,

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it is observed the improvement in good category (78%) and excellent (22%).

4. Learning to write by applying TTW strategy completed by video as the instructional media motivates the students during the time of learning persuasive texts. The questionnaire reveals how the students perceive the learning. 20 students (74%) state they find no difficulties to write persuasive texts. 25 students (93%) convey that group discussion they have, leads them to comprehend persuasive texts. 26 students (96%) unveil that the video assists them with the text writing. 25 students (93%) admit that the video encourages them to write the text.

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