

**THE EFFECTIVENESS OF THINK TALK WRITE STRATEGY
(TTW) IN TEACHING VOCABULARY AT SMP N 1 JENANGAN**

THESIS



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In Partial Fulfillment of the Requirement

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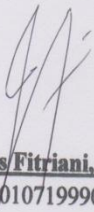
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ABSTRACT

Prastiwi, Dista Tiyas Ayu. 2018. *The Effectiveness of Think Talk Write Strategy (TTW) in Teaching Vocabulary at SMP N 1 Jenangan.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Aries Fitriani, M. Pd.

Key words: Think Talk Write Strategy (TTW), Teaching Vocabulary.

Vocabulary is component in teaching and learning English. It is very important in learning English. It is needed to improve English skills, such speaking, listening, writing or reading, and also expressing meaning and conveying thoughts through both receptive and productive skills. There are many strategies that can be applied in teaching vocabulary to encourage students' vocabulary mastery. One of the strategies is Think Talk Write strategy (TTW). The members are responsible for the mastery of learning material and can teach to other members in a group. This strategy is expected to develop the ability of problem solving.

The objective of this study is to find out whether there is significant difference score on vocabulary between the students who are taught by using Think Talk Write strategy (TTW) and those who are not. This research was conducted in February until April 2018 in SMP N 1 Jenangan.

This research applied quantitative approach and used quasi – experimental design. In this research, the researcher took two classes as a sample and taught by using different strategies. The experimental class was taught by using Think Talk Write strategy (TTW) and the control class was taught by using lecturing strategy. The populations of seventh grade in SMP N 1 Jenangan consist of 170 students. The sample was 58 students (29 students of experimental class, 29 students of control class). The data was gathered through test and this research was conducted by following procedures such as follows: giving pre-test, giving treatment, and giving the post-test.

The result of this research showed that the mean score of post-test from experimental class was higher than control class. The mean score of post-test from experimental class was 90,86, while the control class was 72,45. The result of T-Test calculation showed that the value of t_{test} was higher than the value of t_{table} . The value of t_{test} was 7,025 while the value of t_{table} with $db = 56$ that was categorize into $db = 60$ was 2,00. It means that H_a was accepted and H_o was rejected.

The conclusion is that the students who are taught by using Think Talk Write strategy (TTW) have better score on vocabulary than those who are not. In the other words, Think Talk Write strategy (TTW) is effective on students' vocabulary achievement of seventh grade of SMP N 1 Jenangan.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used as a tool for communication. It takes an important role in this life. People used it to express their ideas, their thought, and their feelings to others people. Nowadays English become an international language. Most of people in the world use English in their communication. English is an important language in the world. It is a global language. In Indonesia, English is as a foreign language, so it is not used in daily communication. English is currently the most widely spoken language in the world.¹ Even though as the educated citizen people have to learn and master English so they can survive in their life.

English plays an important role in education. English is one of the compulsory subjects taught in Junior High School/ Islamic Junior High School.² There are four skills in English learning: listening, speaking, reading and writing. All of these skills must be learnt by students to understand language. The students should have enough vocabulary, before mastering English. Vocabulary can connect four that language skills. Mastery vocabulary would help students' understanding in learning English.

¹ Charles F. Meyer, *Introducing English Linguistics* (USA: Cambridge University Press, 2009), 3.

² Pryla Rochmahwati, *English Curriculum and Material Development* (Ponorogo: STAIN Po PRESS, 2012), 117.

Vocabulary is one of the components in teaching and learning English. Building up a useful vocabulary is central to the learning of a foreign language at primary level.³ Vocabulary can be defined, roughly, as the words we teach in the foreign language.⁴ Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.⁵ Vocabulary is component in teaching and learning English and it is thing that people use to convey their ideas through speaking, listening and writing.

Vocabulary is very important in learning English. It is needed to improve English skills, such speaking, listening, writing or reading, and also expressing meaning and conveying thoughts through both receptive and productive skills.⁶ Receptive skill is a term used for reading and listening, skills where meaning is extracted from discourse. While productive skill is a term used for speaking and writing, skills where students have produce something.⁷

³ Lynne Cameron, *Teaching Languages to Young Learners* (UK: Cambridge University Press, 2001), 72.

⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory* (UK: Cambridge University Press, 1995), 60

⁵ Jack C. Richards and Willy A Renandya. *Methodology in Language Teaching, An Anthology of Current Practice*. (New York: Cambridge University Press, 2002) pg.225

⁶ Elsa Yusrika Sitompul, "Teaching Vocabulary Using Flashcard and Word List," *Journal of English and Education*, 1 (2013), 52.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Pearson), 265.

Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.⁸ By vocabulary, students can understand the meaning that conveyed by the teachers. Vocabulary supports the speaker in communication. That is the importance of vocabulary because all languages have words or vocabulary. Rivers in Nunan has also argued that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.⁹

Unfortunately, there are many language learners face difficulties in learning English. The ability of the students in memorizing vocabulary is low. This is caused by the students' prior knowledge of vocabulary is low. And also, the ability of each student in memorizing the vocabulary is different. Besides that, the students have difficulty to use vocabulary in sentences. It is caused by the different kinds of word classes in English vocabulary.¹⁰ If the students do not have a sufficient vocabulary, they would be difficult to learn foreign language or learning English. Besides that they would be difficult to interact with other people.

⁸ Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson, 2002), 13.

⁹ David Nunan, *Language Teaching Methodology* (UK: Prentice Hall International, 1991), 117.

¹⁰ Rizky Gushendra, "An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs," *Indonesian Journal of Integrated English Language Teaching*, 1 (June, 2017), 53-54.

Based on the observation, the problems that are faced by the seventh grade students in learning English are the students feel difficult in mastering vocabulary, the students' vocabulary mastery is still low, the students do not understand the meaning of words or sentences and the students have less interesting in learning English process.¹¹ When the researcher asks the students about their difficulties in learning English, the answers are on remembrance of vocabulary. They also feel difficult when differentiate between noun, verb, and adjective. Mrs. Pujiati as the English teacher said that the students are difficult to understand the explanation in English, because they do not know the meaning of some words. It is because of limited of vocabulary.¹² From the explanation above it can be stated that the background knowledge about vocabulary is very important for the students. If you spend most of your time for studying grammar, your English skills will not improve. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say anything with words.¹³ Not only about the importance of vocabulary, the teacher also said that the students will be more interesting and enjoy the learning process if they work in a group.¹⁴

¹¹ Reasearch observation, on January.

¹² Research interview, on 13 January 2018.

¹³ Scott Thornburry, *How to Teach Vocabulary* (Harlow: Pearson, 2002), 13.

¹⁴ Research interview, on 13 January 2018.

There are some ways in teaching vocabulary that can make more interesting and effective. Teachers can use some strategies in teaching English especially teaching vocabulary. A strategy of teaching English could give a better condition for students. Presenting vocabulary item in teaching and learning process is not easy. Teacher should give words then gives the meaning and also needs some creativity in teaching process.

Based on the explanation above, the researcher would like to try the strategy namely Think Talk Write Strategy (TTW). This strategy is part of cooperative learning. Cooperative learning can be used at every grade level, in every subject area, and with any task.¹⁵ There are many ways and strategies that can be applied in teaching vocabulary to encourage students' vocabulary mastery. In this research, the researcher had chosen one of the cooperative learning strategies.

TTW is a group work. Think-Talk-Write is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to other members in a group.¹⁶ Think Talk Write is the teaching strategies that can make students active and can work together in a group.

¹⁵ Jon E. Pedersen & Annette D. Digby [ed], *Secondary Schools and Cooperative Learning: Theories, Models, and Strategies* (New York: Routledge, 2013), 8. Available online at: https://books.google.co.id/books?id=HhciAwAAQBAJ&printsec=frontcover&dq=cooperative+learning&hl=id&sa=X&ved=0ahUKEwi4kff1rr_aAhWDi7wKHU0cD7IQ6AEINzAC#v=onepage&q=cooperative%20learning&f=false

¹⁶ Nur Maila Kusumaningrum, "*The Implementation of Think-Talk-Write Strategy to Improve the Students' Motivation in Writing Narrative Texts*," (Thesis, UNNES, Semarang, 2015), 14.

The flow advances Think-Talk-Write strategy starting from involvement of students in thinking or dialogue with itself after the reading process. Then talk and share ideas (sharing) with friend before writing. This atmosphere is more effective if done in group with 4-6 students. In this group of students requested making notes, explaining, listening and sharing ideas with friends and express them through writing. A strategy learning that is expected to develop the ability problem solving is a Think-Talk-Write (TTW).¹⁷ Think Talk Write strategy is learning strategy that applies small group working or group discussion consist of 4-6 students.

Besides that, Think Talk Write strategy has some advantages in learning process. The advantages of this strategy are: a) Allow the students to interact and collaborate to talk about their research or their little notes with other members of their group, b) Students engage directly in the learning process so motivated to learn, c) This model centered on students.¹⁸ Based on the advantages of TTW, this strategy is appropriate with the curriculum that is used in the school. It is K-13. In this curriculum, students are able to discuss and learn together in the class, such as group discussion. During the use of this strategy in teaching vocabulary, it can be integrated with other skills such as speaking, listening, writing, or reading.

¹⁷ Ratna Prasasti Suminar, et. All., "The Effectiveness Of Ttw (Think-Talk-Write) Strategy In Teaching Writing Descriptive Text," *Journal of English Language and Learning*, 2 (Mei 2015), 300.

¹⁸ Muhammad Ali Subkhan, *The Implementation of Think Talk Write (TTW)* (UNP: Kediri, 2013), 5.

Based on the statements above, the researcher was interest to use Think Talk Write strategy in this research, in investigation the implementation and its effects on students' vocabulary mastery when was applied to teach vocabulary. So, the researcher conducted a research in title, "The Effectiveness of Think Talk Write Strategy (TTW) in Teaching Vocabulary at SMP N 1 Jenangan".

B. Limitation of the Study

Based on the background of the study that has explained, the researcher gives limitation of the study to avoid the far ranging of discussion. The limitations of study are:

1. The object of the study is the seventh grade students of SMPN 1 Jenangan in academic year 2017/2018.
2. The researcher focuses on the use of Think Talk Write Strategy (TTW) in teaching vocabulary about verb, noun and adjective.

C. Statement of the Problem

Based on the background above, the formulation of the problem of this research identified as is there any significant difference score on vocabulary between the students who are taught by using Think Talk Write Strategy (TTW) and those who are not?

D. Objective of the Study

Concerning with the statement of problem, this research has an objective described to know whether the students who are taught by using

Think Talk Write strategy (TTW) have better score on vocabulary than those who are not.

E. Significance of the Study

The results of this study are expected to be beneficial for theoretical and practical aspect. It is described as follows:

1. Theoretically: it is expected that the research findings can give contribution as reference and knowledge to improve students' vocabulary achievement.

2. Practically

a. The Institution

This study is expected can be a reference to make the readers in this institution understands about the use of TTW strategy in teaching vocabulary. It will give contribution to the learning process development.

b. The Teachers

This study is expected to give teachers, particularly English teachers, to enrich the knowledge of the ways in teaching vocabulary.

c. The Students

This study is expected can improve the students' vocabulary mastery.

d. The Readers

This study is expected can be a reference to the readers or other researchers to conduct a research concerning with English language.

e. The Researcher

This study is expected to be get more knowledge and experiences from the teaching and learning process of this study.

F. Organization of the Thesis

In this research, the researcher uses the organization of the study that consists of five chapters as follows:

The first chapter in this research is introduction. It consists of background of study, limitation of the study, statement of the problems, objectives of the study, significance of study, and organization of the thesis.

The second chapter is review of related literature. It consists of previous research findings, theoretical background, theoretical framework, and hypothesis.

The third chapter is research method. It consists of research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

The fourth chapter is finding and discussion. It consists of research location, data description, data analysis, discussion, and interpretation.

The fifth chapter is closing. It consists of conclusion and recommendation as the end discussion contents series of thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This study needs some previous study as a consideration theory. The previous study that can be used as a considerations theory is taken by Wirda, “The Effect of Think Talk Write (TTW) Learning Method on the Creative Thinking Ability of the Students at Primary School”, in *British Journal of Education* Vol.5, No.11, pp. 23-39, October 2017. This research is an experimental study to apply a method of Learning in Citizenship Education subject. The experimental design used in this research is pre-test Control Group Design involving two groups of the students. The students score who are taught by using TTW Method is 80,67 and on the conventional or control class score average is 68,97. Based on the results of these calculations, it can be put forward the conclusion that the two classes have the different average ability of thinking creatively. There is an influence of learning method to the students’ learning activity when it is known that average score on TTW method is 90,93 and in the class convention average score is 78,17.¹⁹

The study of Nur Maila Kusumaningrum with the title, “The Implementation of Think-Talk-Write Strategy to Improve the Students’

¹⁹ Wirda, et al., “The Effect of *Think Talk Write* (TTW) Learning Method on the Creative Thinking Ability of the Students at Primary School”, *British Journal of Education*, 11 (October, 2017), 36-37.

Motivation in Writing Narrative Texts”, in the thesis the writer conducted two cycles in the classroom action research. The writer conducted two research problems as follows: 1) how is *think-talk-write* strategy implemented to teach narrative texts writing? 2) How is the improvement of the students’ motivation after being taught *think-talk-write* strategy? The mean of pre-test score is 47.5 and the mean of post-test is 82.5. The findings of the research showed that the writer found the improvement of students’ motivation and students’ writing skill after applying Think-Talk-Write strategy in the classroom Narrative texts. This strategy is implemented in the classroom successfully.²⁰

The other previous study was conducted by Nafi Handa Yuliani with the title, “A Comparative Study on Think Talk Write (TTW) and Guided Writing Techniques in Teaching Writing (A Quasi-Experimental Study at the Seventh Grade of SMP N 1 Kaliori in the Academic Year of 2015/2016)”. The writer conducted the research problems as follows: 1) Is there any significant difference in writing skill of the students taught with Think Talk Write (TTW) technique of writing and those taught with Guided Writing technique? 2) Which technique is more effective to teach writing: Think Talk Write-technique (TTW) or Guided Writing technique? The research method

²⁰ Nur Maila Kusumaningrum, “*The Implementation of Think-Talk-Write Strategy to Improve the Students’ Motivation in Writing Narrative Texts*” (A Classroom Action Research of the Tenth Grade Students of SMA N 3 Sragen in the Academic Year of 2014/2015), (Thesis, UNNES, Semarang, 2015), 71-72.

used in this study is a quasi-experimental research. The mean of the group of students who are taught using TTW technique is 73.38 while those are taught by using Guided Writing technique is 66.82. Therefore, it can be concluded that TTW technique is more effective too teach writing than Guided Writing technique.²¹

The next previous study was conducted by Nofita with the title, “The Effect of Using the Think Talk Write Strategy in Teaching Writing an Analytical Exposition Text toward Grade XI Students’ Writing Achievement at SMA N 10 Padang”, in *JELT*. Vol. 2, No.2, pp. 215. The design of this research was experimental research because it examined the hypothesis proposed to verify whether the use of the Think Talk Write Strategy in teaching writing analytical exposition text gives a better effect on students’ writing achievement or not. From the calculation by using T-test formula, it was found that the value of t-calculate was 2.33. The value of t-table at the level of significance 0.05 in the degree of freedom 35 was 1.690. It indicated that t-calculated was higher than t-table. It means that there was a significant difference in the ability between experimental and control group after being given treatment.²²

²¹ Nafi Handa Yuliani, “A Comparative Study on Think Talk Write (TTW) and Guided Writing Techniques in Teaching Writing (A Quasi-Experimental Study at the Seventh Grade of SMP N 1 Kaliiori in the Academic Year of 2015/2016)”, (Thesis, UNS, Surakarta, 2016), 52-53.

²² Nofita Sari, “The Effect of Using the Think Talk Write Strategy in Teaching Writing an Analytical Exposition Text toward Grade XI Students’ Writing Achievement at SMA N 10 Padang”, *JELT*, 2 (March 2014), 215.

The next previous study was conducted by Pradita Malia Aziz with the title, “The Influence of Think-Talk-Write (Ttw) Strategy toward Students’ Writing Skill on Recount Text”. The research method was an experimental research because it examined the hypothesis proposed to know how is the influence of *Think-Talk-Write* (TTW) strategy toward students writing skills on recount text of SMP Muhammadiyah 7 Yogyakarta in the academic year of 2015/2016. From the calculation by using T-test formula, it was found that the pre-test average score in experimental class was 63.10 and control class was 60.75. Meanwhile, the post-test average score of in experimental class was 76.34 and control class was 71.58. Based on the result, the researcher concluded that Think-Talk- Write as a teaching strategy influenced in teaching writing recount text at SMP Muhammadiyah 7 Yogyakarta in the academic Year of 2015/2016.²³

The last previous study was conducted by Masrukhan Almaghfuri with the title “Improving Vocabulary Mastery Using Vocabulary Self-Collection Strategy (VSS) at Eighth Grade Students of MTs Hudatul Muna Ponorogo in Academic Year 2015/2016”. This research used classroom action research as the design. In this research, the writer formulated the problems as: 1) how is the implementation of vocabulary self-collection strategy (VSS) in teaching vocabulary at eighth grade students of MTs Hudatul Muna Ponorogo in

²³ Pradita Malia Aziz, “*The Influence of Think-Talk-Write (Ttw) Strategy toward Students’ Writing Skill on Recount Text*” (Thesis, UIN Walisongo, Semarang, 2016), 63-65.

academic year 2016/2017? 2) how can students' vocabulary mastery be improved by using vocabulary self-collection strategy (VSS) at eighth grade students of MTs Hudatul Muna Ponorogo in academic year 2016/2017? The result of the action aimed increase students' activeness in learning from 68.87% of 16 students in the first cycle to 85.45% of 16 students in the second cycle. Moreover, the students' vocabulary mastery improved from 62.5% of students in the first cycle to 93.75% of 26 students in the second cycle. Based on the result, it can be concluded that the implementation of VSS strategy can improve students' vocabulary mastery.²⁴

Based on the explanation above, there were some different between those previous study and this research. The different between the previous study above and this research was about the variable. One of those previous studies was using Vocabulary Self-Collection Strategy (VSS) to improve students' vocabulary mastery, while in this research the researcher was using Think Talk Write Strategy (TTW). The other previous study were using Think Talk write Strategy (TTW) but focus on teaching writing, while in this research the researcher want to measure the effectiveness of Think Talk Write Strategy (TTW) in teaching vocabulary to the seventh grade students of SMP N 1 Jenangan.

²⁴ Masrukhan Almaghfuri, "Improving Vocabulary Mastery Using Vocabulary Self-Collection Strategy (VSS) at Eighth Grade Students of MTs Hudatul Muna Ponorogo in Academic Year 2015/2016" (Thesis, IAIN Ponorogo, 2017), 2-3.

B. Theoretical Background

1. Teaching Vocabulary

a. Definition of Vocabulary

As explained in the background of study, vocabulary is one of the components in teaching and learning English. It takes very important role in teaching and learning English. Vocabulary is important for language learners because with enough vocabulary a learner can communicate with others, express their ideas in oral or written communication.

Vocabulary knowledge refers to all of the word forms and meanings that we know and is a key component of language comprehension.²⁵ Vocabulary is one of the key of educational success.

There are some definitions of vocabulary. Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills.²⁶ Vocabulary could be defined as a 'dictionary' or a set of words. This general view is reflected in the lexicographical approach to the traditional way of listing words in a

²⁵ Julia M. Carroll, et al., *Developing Language and Literacy: Effective Intervention in the Early Years* (United State: Blackwell, 2011), 2.

²⁶ Elsa Yusrika Sitompul, *Teaching Vocabulary Using Flashcard and Word List*, 52

dictionary.²⁷ Vocabulary is the collocation of the words that an individual knows.²⁸

Victoria Bull said in Oxford Learner's Pocket Dictionary, vocabulary is all the words that a person knows or uses all the words in a language, list of words with their meanings, esp. in a book for learning a foreign language.²⁹ All of the people certain know and use words or vocabulary, especially in communication with other.

b. Definition of Teaching

Teaching is an activity of transforming some information or knowledge. Teaching is an activity in which there are teacher and students in the classroom. Basically teaching is a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners.³⁰ It is an activity in which the teacher has a duty to help the students when study in the classroom.

Teaching vocabulary means the activity that give the students some works consist of words and each meaning then they must

²⁷ Visnja Pavicic Takac. 2008. *Vocabulary Learning Strategies and Foreign Language Acquisition Second Language Acquisition* (British: British Library, 2008), 4

²⁸ Carroline T. Linse, *Practical English Language Teaching: Young Learners* (America: McGraw Hill, 2005), 121.

²⁹ Ed. Victoria Bull. *Oxford Learner's Pocket Dictionary, 4th edition* (New York: Oxford University Press, 2011),

³⁰ Ellie Chambers & Marshal Greogry, *Teaching and Learning English Literature* (London: SAGE Publication, 2006), 40.

memorize those words. Teaching vocabulary is the action taken by the teacher to teach the students and practice target vocabulary. Teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills.³¹ Teaching vocabulary is one of the basic elements in achieving all four language skills.

Based on the curriculum, the objectives of teaching English in junior high school level are: to build up the students' communicative competence in the form of written and oral to achieve functional literacy level in which the students are able to communicate to fulfill their daily need such as reading a newspaper, manual, or instructions, to develop the students' awareness of the importance of English as a means of communication in the global era, and to enlarge the students' comprehension about language and culture.³² The students are expected be able to communicate in both oral and written to solve the problems in the daily life. In order that the students are able to master English in written or oral they have to mastery the vocabulary. So, the purpose of learning vocabulary is related to the learning English purpose. Curriculum is all of the educative experiences learners have

³¹ Satuna Indah Wardani, "Improving Students' Vocabulary Mastery Using Word Mapping Strategy," *Okara*, 1 (Mei, 2015), 132.

³² Pryla Rochmahwati, *English Curriculum and Material Development*, 117.

in an educational program.³³ The students are not only as the educational object, but as subject to develop themes and materials.

c. Teaching technique

Realizing the importance of vocabulary, teacher must have ability in teaching English. To support the teaching-learning process the teachers have to prepare teaching technique or strategies. Before the teachers prepare that, the teachers have to know the students condition, so the teachers can choose the best way to teach vocabulary. According to Norbert, there is no "right" or "best" way to teach vocabulary. The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many other factors.³⁴ It means that there is no best way in teaching vocabulary, so the way a teacher teaches vocabulary will be flexible.

There are many techniques in teaching new vocabulary. Teacher and student should cooperate to make their class live. Allen said, the techniques which can encourage students to use new vocabulary for real communication through activities as follow:³⁵

1. Guessing game in which member in the class.

³³ F. W. Parkay, "Curriculum Planning A Contemporary Approach," in *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, Ahmadi (Yogyakarta: Pustaka Ifada, 2013), 26.

³⁴ Norbert Schimitt, *Vocabulary in Language Teaching* (USA: Cambridge University Press, 2000), 142.

³⁵ Allen, Virginia French. *Technique in Teaching Vocabulary* (New York: Oxford University Press, 1983), 29-30.

2. Action that are performed in response to commands.
3. Drawing of pictures by students to match English description.
4. Discuss the picture drawn by member of the class.

According to Ur, there are some ways of presenting the meaning of new items, as follow:³⁶

1. Concise definition (as in a dictionary; often a superordinate with qualifications; for example, a cat is an animal which...)
2. Detailed description (of appearance, qualities, ...)
3. Examples (hyponyms)
4. Illustration (pictures, object)
5. Demonstration (acting, mime)
6. Context (story or sentence in which the item occurs)
7. Synonym
8. Opposite(s) (antonyms)
9. Translation
10. Associated ideas, collocations

In teaching vocabulary teachers must to have interesting way that can make students easily learn new vocabulary. Using games, pictures, discussion, and so on, the teaching and learning objectives can be

³⁶ Penny Ur. *A Course in Language Teaching: Practice and Theory*, 63.

achieved. But as explained above, in teaching vocabulary the teachers way will be flexible depends on the students and school condition.

d. Types of Vocabulary

There are two types of vocabulary. According to Redman, the types of vocabulary are divided into receptive and productive vocabulary. These terms are often called “passive” and “active” vocabulary.

1. Receptive vocabulary to mean language term which one can only be recognized and comprehended in the context of reading and listening.
2. Productive vocabulary to be language item which the learner can recall and use appropriately in speech and writing.³⁷

The terms receptive and productive apply to a variety of kinds of language knowledge and use. When they are applied to vocabulary, these terms cover all the aspects of what is involved in knowing a word.³⁸ In general, receptive learning and use is easier than productive learning and use.³⁹

³⁷ Ruth Gairns and Stuart Redman. *Working with Words. A Guide to Teaching and Learning Vocabulary* (UK: Cambridge University Press, 1986), 64-65.

³⁸ I. S. P. Nation, *Learning Vocabulary in another Language* (United Kingdom: Cambridge University Press, 2001), 39.

³⁹ *Ibid.*, 42.

e. Aspect of Vocabulary

According to Gower, there are some aspects in mastery vocabulary that must be studied by the students. The aspect of vocabulary as follow:

1. The Form

- a) What part of speech: noun, verb, adjective, preposition, etc.⁴⁰
- b) How is the pronunciation; the learners have to know what a word sounds like.
- c) How is it spelled; the learners have to know what it looks like.⁴¹

2. The Meaning

- a) Many words have more than one meaning (depend on the context).
- b) Could the vocabulary item have different meaning for different people?

3. The Use: How is vocabulary item used.⁴²

According to Nation, knowing a word involves form, meaning, and use. The explanation as follows:

- 1) Form: it is covers of spoken, written, and word parts.

⁴⁰ Roger Gower, et al., *Teaching Practice A handbook for Teachers in Training* (Oxford Macmillan Education), 144.

⁴¹ Penny Ur. *A Course in Language Teaching: Practice and Theory*, 60.

⁴² Roger Gower, et al., *Teaching Practice A handbook for Teachers in Training*, 144.

- 2) Meaning: it is covers of form and meaning, concept and referents, and association.
- 3) Use: it is covers of grammatical function, collocations, and constraints on use.⁴³

Ur categorized the aspect of meaning of words such as follows:

- 1) Synonyms : the word that mean the same, or nearly same with another words.
- 2) Antonym : the word that mean the opposite
- 3) Hyponyms : the word that serve as specific examples of a general concept.
- 4) Co-hyponyms: the words that the same kind with other things.
- 5) Superordinate: general concept that cover specific items.
- 6) Translation: the words of learners' mother tongue that have meaning to other words that be taught.⁴⁴

The classifications from some experts are different in the aspect of vocabulary, but have same point. Based on the explanation above it can be concluded that form, meaning and the use are the indicators of teaching vocabulary.

⁴³ I. S. P. Nation, *Learning Vocabulary in another Language*, 40-41.

⁴⁴ Penny Ur. *A Course in Language Teaching: Practice and Theory*, 62.

f. The Importance of Vocabulary

Wilkins in Thornbury said, without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time for studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.⁴⁵ It means that by learning grammar the English abilities is not improve very much, but by learning vocabulary the improvement in English abilities will be seen very much when we learn a lot of words. The most important of learning English fluently is mastering the vocabulary. By having a lot of vocabularies, we can improve our English.⁴⁶

Vocabulary acquisition is the largest and most important task facing the language learner.⁴⁷ The students or learners with lacking of mastery vocabulary will be cannot communicate in the target language well. They will be hard to express their ideas, their feelings, and their thoughts.

⁴⁵ Scott Thornbury, *How to Teach Vocabulary*, 13.

⁴⁶ Satuna Indah Wardani, *Improving Students' Vocabulary Mastery Using Word Mapping Strategy*, 133.

⁴⁷ Scott Thornbury, *How to Teach Vocabulary*, 14.

g. Testing Vocabulary

A test is an important in teaching-learning process. A test, in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain.⁴⁸ From the test the teacher can get the measurement of the students' abilities. A test must measure. Some tests measure general ability, while others focus on very specific competencies or objectives.⁴⁹

In teaching vocabulary test is also important. There are several possible purposes for giving a vocabulary test. Perhaps the most common one is to find out if students have learned the words that were taught, or that they were expected to learn (*achievement test*). Alternatively, a teacher may want to find where students' vocabularies have gaps, so that specific attention can be given to those areas (*diagnostic test*). Vocabulary tests can also be used to help place students in the proper class level (*placement test*). Vocabulary items that are part of commercial *proficiency tests*, such as the TOEFL, provide some indication of a learner's vocabulary size, which is related to overall language proficiency. Other possibilities include utilizing tests as a means to motivate students to study, to show students their

⁴⁸ H. Douglas Brown. *Language Assessment Principles and Classroom Practice* (London: Longman), 10

⁴⁹ *Ibid.*, 3

progress in learning new words, and to make selected words more salient by including them on a test.⁵⁰

There are several types of testing, as follows:

1) Questions and answers

Simple questions, very often following reading, or as part of an interview; may require short or long answers.

2) True/False

A statement is given which is to be marked true or false. This may also be given as a question, in which case the answer is *yes* or *no*.

3) Multiple-choice

The question consists of a stem and a number of options (usually four), from which the testee has to select the right one.⁵¹ Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in whole texts.

On the other hand, the multiple choice has negative side. Multiple choice tests have been criticized because:

⁵⁰ Nobert Schamitt. *Vocabulary in Language Teaching* (USA: Cambridge University Press, 2000), 164.

⁵¹ Penny Ur. *A Course in Language Teaching: Practice and Theory*, 38.

- Learner may choose the answer by a process of elimination, which hardly constitutes ‘knowing’ the right answer.
- Depending on the number of possible answer (called distracters), there is a one-in-three (or one-in-four) chance of getting the answer right.
- They test recognition only – not the ability to produce the word.
- They are not as easy to design as might appear. On what basis are the distracters chosen.⁵²

4) Gap-filling and Completion

The testee has to complete a sentence by filling a gap or adding something. A gap may or may not be signaled by a blank or dash, the word to be inserted may or may not be given or hinted at.

5) Matching

The testee is faced with two groups of words, phrase or sentences; each item in the first group has to be linked to a different item in the second.

6) Cloze

Words are omitted from a passage at regular intervals (for example, every seventh words). Usually the first two or three lines are given with no gaps.⁵³

⁵² Scott Thornburry. *How to Teach Vocabulary* (Harlow: Pearson, 2002), 132-133.

A more revealing test of productive vocabulary knowledge is to set learners the task of writing a whole text that includes the selected vocabulary items. This is feasible only if the words themselves are likely to co-occur. When scoring such a test, marks can be allocated for both correct form and appropriate use of each of the selected words.⁵⁴

2. Think Talk Write Strategy (TTW)

a. Definition

Slavin (in Wang) argued that cooperative learning is structured, systematic, and instructional strategies which are used at any grade level and in most school subjects. Cooperative learning has three important features. First, cooperative learning is a kind of group work. Learners have to work together in small groups between two and six members. Second, learning is structured to ensure that everyone in the group is able to fulfill the learning task. Third, students have to be dependent on each other to achieve their learning goals.⁵⁵ There are many kind of Cooperative Learning strategy that can be applied in teaching vocabulary. One of them is Think Talk Write strategy

⁵³ Penny Ur. *A Course in Language Teaching: Practice and Theory*, 38

⁵⁴ Scott Thornbury. *How to Teach Vocabulary*, 135

⁵⁵ Tzu-Pu Wang, "Applying Slavin's Cooperative Learning Techniques to a College EFL Conversation Class," *The Journal of Human Resource and Adult Learning*, 1 (Juni, 2009), 113.

(TTW). In this research the researcher focus in Think Talk Write strategy.

Think Talk Write Strategy (TTW) is a group work. Learning activity in a group is useful to train the students to work together, discuss, courage to express opinion, appreciate the opinion of others and solve the problems together. Think Talk Write Strategy is expected to develop the ability of students understanding and communication. Think Talk Write strategy that is introduced by Huinker & Lughlin is basically built through thinking, speaking, and writing. The flow of progress of this strategy starts from the involvement of students in thinking or dialogue with themselves after the reading process. Then talk and share ideas with friends before writing.⁵⁶ *Think-Talk-Write* is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach other members in a group.⁵⁷ In the process of Think Talk Write strategy (TTW) students are given responsibility to master the learning material and can teach the other. In TTW strategy the students have to cooperate with other member in the group.

⁵⁶ Martinis Yamin & Bansu I. Ansari. *Taktik Mengembangkan Kemampuan Individual Siswa* (Jakarta: REFERENSI (GP Press Group), 2012), 84.

⁵⁷ Nur Maila Kusumaningrum. *The Implementation of Think-Talk-Write Strategy to Improve the Students' Motivation in Writing Narrative Texts*, 14

As explained in the background of study above, TTW is a learning strategy that is expected to develop the ability problem solving.⁵⁸ It is facilitate the students to develop thinking creativity, express opinion, and write anything which are understood through grouping then develop intergroup cooperation.⁵⁹ According to Huda, Think Talk Write (TTW) is the strategy which facilitates spoken language practice and writes the language fluently.⁶⁰ In the process of TTW strategy students do not just do the assignment, but it is also make the students to develop the creative thinking, develop and express their ideas or opinion, and also write anything which is understood.

b. The Steps of Think Talk Write Strategy (TTW)

TTW strategy is an innovative teaching strategy that has to be applied in teaching-learning process. Seem like the name, this strategy has syntax that matches the order in it, that are think (berpikir), talk (berbicara/berdiskusi), and write (menulis). There are three steps of Think-Talk-Write strategy as follows:

⁵⁸ Ratna Prasasti Suminar, et. All., “The Effectiveness Of Ttw (Think-Talk-Write) Strategy In Teaching Writing Descriptive Text,” *Journal of English Language and Learning*, 2 (Mei 2015), 300.

⁵⁹ Ais Nur Elisah. “Peningkatan Keaktifan dan Hasil Belajar Bahasa Inggris tentang Kosakata Melalui Penerapan Model Think Talk Write (TTW) dengan Media Flashcard bagi Siswa Kelas V SD Negeri Kembaran Tahun Ajaran 2015/2016”, (Thesis, Universitas Sebelas Maret, Surakarta, 2016), 183.

⁶⁰ Miftahul Huda. *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatik* (Yogyakarta: Pustaka Pelajar, 2013), 218.

1) Think

The students read a text. In this step students individually think about the answer (solution), make a note about the ideas that is in the text, and anything that do not understand.⁶¹ Make a note means analyze the aim of the text and check the materials that are written.⁶²

2) Talk

In this step, the teacher acts as mediator of the learning environment.⁶³ The students discuss the result of the investigation in the first step. In this step the students reflect, organize, and share the ideas in a group discussion activities.

3) Write

In this step, the students write the ideas that they get from the first and second step.⁶⁴ The students construct their own knowledge as the result of collaboration or discussion.⁶⁵

c. The Application of Think Talk Write Strategy (TTW) in Teaching Vocabulary

Think Talk Write Strategy is learning strategy that facilitate the students in teaching and learning process. In this study, the researcher

⁶¹ *Ibid.*, 218-219

⁶² Yamin & Ansari. *Taktik Mengembangkan Kemampuan Individual Siswa*, 85.

⁶³ *Ibid.*, 90.

⁶⁴ Huda. *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatik*, 218-219.

⁶⁵ Yamin & Ansari. *Taktik Mengembangkan Kemampuan Individual Siswa*, 85.

was applying TTW strategy. Here picture was as a support in the learning process. The researcher use it because the teacher usually used pictures when conveyed the material in the class and the teacher also said if the students will be interest if there is picture in conveying the material,⁶⁶ so the researcher use picture as the media which be as a support in the learning process. The steps of the application of TTW as follows:

- 1) Before the teacher gave the material, the teacher showed some pictures that relate with the learning material and students mentioned the vocabulary based on the pictures.
- 2) To construct the students' knowledge, teacher asked the students to read the text consist of the learning material and made a note individually about the vocabulary that the students knew and did not, to bring to the group discussion. When the students made a note will be occur thinking process.⁶⁷ (Think)
- 3) After that teacher made some groups consist of 4-5 students. In the groups students discussed about the material based on their note. The understanding was constructed through interaction in the

⁶⁶ Reasearcher interview on January 13.

⁶⁷ Miftahul Huda. *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmati*, 220.

group discussion, because of it discussion was expected can be produced a solution of the problems.⁶⁸ (Talk)

- 4) Based on the result from discussion, the students wrote the result individually. (Write)
- 5) After the students wrote the result of the discussion, each groups presented the result of discussion. The other can gave comments.

d. The Advantages and Disadvantages of TTW

Think Talk Write strategy has some advantages in learning process. The advantages of this strategy as follows:

- 1) Allow the students to interact and collaborate to talk about their research or their little notes with other members of their group
- 2) Students engage directly in the learning process so motivated to learn
- 3) This model centered on students.⁶⁹ This strategy is focus on the students. The students are as the learning center.

Huda said that TTW encourage the students to think, talk, and then write topic. This strategy is used to develop writing smoothly and train the languages before it is written. TTW strategy allows the students to influence and manipulate ideas before putting into writing. It also helps the students in collects and develops ideas through structured

⁶⁸ *Ibid.*, 220.

⁶⁹ Muhammad Ali Subkhan. *The Implementation of Think Talk Write (TTW)* (UNP: Kediri, 2013), 5.

conversation.⁷⁰ Implementation Think Talk Write Strategy in teaching and learning process can be increasing the students' speaking and writing skill. So, it also can help the students in learning vocabulary.

The other advantages of TTW strategy as follows:

- 1) The students can construct the knowledge by themselves so the understanding of concept is more meaningful.
- 2) Train the students write down their thoughts.
- 3) Develop creativities of critical thinking and students creativities.
- 4) The students are active in learning.
- 5) Develop communication skills in social interaction.⁷¹
- 6) Through discussion students can exchange ideas about the problem in order to solve the problem, answer a question, improve knowledge and understanding, or make a decision.⁷²

Based on the statements above it can be concluded that the advantages of Think Talk Write (TTW) strategy are the students can explore their ideas orally and written. The students also can increase cooperation in a study group. Most of the students more interact if they work in the group.

⁷⁰ Miftahul Huda. *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatik*, 218.

⁷¹ Ais Nur Elisah, *Peningkatan Keaktifan dan Hasil Belajar Bahasa Inggris tentang Kosakata Melalui Penerapan Model Think Talk Write (TTW) dengan Media Flashcard bagi Siswa Kelas V SD Negeri Kembaran Tahun Ajaran 2015/2016*, 27-28.

⁷² Yamin & Ansari. *Taktik Mengembangkan Kemampuan Individual Siswa*, 69.

Besides that, Think Talk Write Strategy also has some disadvantages as follows:

- a) Not all the students enjoy in the group discussion, they would prefer focusing on the teacher's attention rather than working with the group.
- b) Individual may fall into the group roles that become fossilized, so that some are passive whereas others may dominate.
- c) It will be take a longer time to organize the class in the beginning and ending of the group discussion activities, especially where students move around the class. It can take a time and it will be chaotic.⁷³

In this research, those advantages will be utilized as much as possible so it can help the students in learning vocabulary. In additional, the disadvantages of Think Talk Write Strategy will be minimized and the researcher will try to fix the disadvantages of this strategy.

C. Theoretical Framework

Theoretical framework is the concept in the thesis about how the theories can be related with the factors which are identified as the important

⁷³ Nafi Handa Yuliani, "A Comparative Study on Think Talk Write (TTW) and Guided Writing Techniques in Teaching Writing (A Quasi-Experimental Study at the Seventh Grade of SMP N 1 Kaliorejo in the Academic Year of 2015/2016)", (Thesis, UNS, Surakarta, 2016), 13.

problems. In teaching vocabulary, the teachers need other way to make the students interested and easy to master it. The researcher thought that the students felt more interested in learning process. The thesis was experimental research which explains below:

Think Talk Write Strategy as variable X, while teaching vocabulary as variable Y. Think Talk Write Strategy will be applied in teaching vocabulary. During teaching process, the researcher will observe to know, is there any significant different score on the students who are taught by using Think Talk Write Strategy and who are not taught. There are some steps to know The Effectiveness of Think Talk Write Strategy (TTW) in Teaching Vocabulary at Seventh Grade. There is one group of class that is learning vocabulary with Think Talk Write Strategy and other group is class that teaches without the strategy. After one group had used Think Talk Write Strategy, the researcher tries to give test to know the students' vocabulary score. Then, after the researcher has collected the data, the researcher can try to find the significant different score.

D. Hypothesis

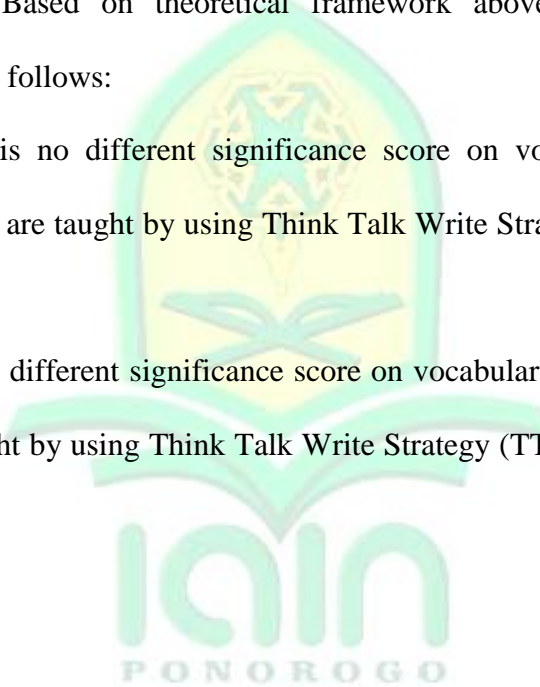
The second important consideration in the formulation of a research problem in quantitative research is the construction of a hypothesis. Hypothesis is a hunch, assumption, suspicion, assertion or an idea about a

phenomenon, relationship or situation, the reality or truth of which you do not know.⁷⁴

This research is designed to find out whether there is any significant different score on the students who are taught by using Think Talk Write Strategy (TTW) and who are not taught. In order to get the answer of the hypothesis, the researcher proposed Null Hypothesis (Ho) and Alternative Hypothesis. Based on theoretical framework above, the researcher has hypothesis as follows:

Ho : There is no different significance score on vocabulary between the students who are taught by using Think Talk Write Strategy (TTW) and those who are not.

Ha : There is different significance score on vocabulary between the students who are taught by using Think Talk Write Strategy (TTW) and those who are not.



⁷⁴ Ranjit Kumar. *Research Methodology: a step-by-step guide for beginners* (London: SAGE Publications Ltd, 2011), 86-87.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research is a way of thinking: examining critically the various aspects of your day-to-day professional work; understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories that contribute to the advancement of your practice and profession.⁷⁵

A research design is simply the framework or plan for research that is used as a guide in collecting and analyzing the data. It is a blueprint that is followed in completing a study. Research design is the blue print for collection measurement and analysis of data. Actually it is a map that is usually developed to guide the research.⁷⁶

In this research, the researcher used quantitative research. Quantitative research is an approach that is meant for testing objective theories by examining the relationship between variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.⁷⁷ Quantitative research begin with a concept then

⁷⁵ Ranjit Kumar. *Research Methodology: a step-by-step guide for beginners* (London: SAGE Publications Ltd, 2011), 22

⁷⁶ Dr. Prabhat Pandey & Dr. Meenu Mishra Pandey. *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2015), 18

⁷⁷ John W. Creswel, *Research Desingn: Qualitative, Quantitative, and Mix Methods Approaches* (USA: SAGE Publications, 2009), 32.

create empirical measures that precisely and accurately capture it in a form that can be expressed in numbers.⁷⁸

In this research the researcher applied an experimental method. Experimental method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is a process of contribution to the already acquired fund of knowledge.⁷⁹ The purpose of experimentation is to derive verified functional relationships among phenomena under controlled conditions or more simply, to identify the conditions underlying the occurrence of a given phenomenon.⁸⁰ A quasi experimental research design is applied in this research. Quasi-experimental design help researchers test for causal relationships in a variety of situations where the classical design is difficult or inappropriate.⁸¹ In quasi-experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups.⁸² In this quasi experimental design consist of two groups, one experimental group and one control group.

The process of this research included pretest, experiment, and posttest for two groups. In the experimental class was taught by using Think Talk Write Strategy (TTW), and the second class as the control class was taught by

⁷⁸ W. Laurence Neuman, *Basic of Social Research Qualitative and Quantitative Aproach* (Pearson Eucation, Inc, 2007), 109.

⁷⁹ Yogesh Kumar Singh. *Fundamental of Research Method and Statistics* (New Delhi: New Age International (P) Ltd., Publishers, 2006), 134

⁸⁰ *Ibid.*, 134.

⁸¹ W. Lawrence Neuman, *Basic of Social Research Qualitative and Quantitative Approach*, 207.

⁸² John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 219

using lecturing strategy. Pretest was given before the treatment. It is to measure their vocabulary mastery. Then, after pretest the researcher gave treatment to the experimental class. The last step, the researcher gave posttest for both of the classes, experimental class and control class. The result of pretest and posttest was compared to know the final result.

Table 3.1

Design of the Research Experiment

Group	Pre-Test	Treatment	Post-Test
Experimental (E)	O ₁	X	O ₂
Control (C)	O ₃	-	O ₄

E = Experimental Group

C = Control Group

O₁ = Pre-test of Experimental Group

O₂ = Post-test of Experimental Group

O₃ = Pre-test of Control Group

O₄ = Post-test of Control Group

In this research, the researcher took 2 classes as experimental class and control class. That is VII-F class as the experimental class, while VII-G class

as the control class. This research design was divided into three steps as follows:

1. Pre Research Step

In the first step, the researcher must prepared the data that was needed by the researcher before begin the research. The preparation such as determined the experimental class and the control class, arranged the lesson plan and the instruments to get the data, and so on.

2. Research Step

In this step, the researcher gave treatment to the experimental class. The researcher taught the class by applying Think Talk Write strategy. While in the control class, the researcher taught the class by using lectuting strategy. The data would be conducted from pretest and posttest. Pretest was used to know the students' vocabulary achievement. While posttest was used to know the result after apply the treatment.

3. Data Analysis Step

The next step was analyzing the data after the data was collected by the researcher. The step as follows:

- a. Collected the posttest score from experimental and control class.
- b. Test the data by using T-Test.

T-Test is one of statistical test that is used to test the correctness or error null hypothesis which declare that between two Mean Samples

which is took randomly from the same population, there is no significant difference.⁸³

B. Population and Sample

1. Population

Population is all number of the people or object that will be investigated. Population is the generalization area that is consists of: object/subject that have quality and characteristic that is decided by the researcher to be investigated and then take the conclusions.⁸⁴ A population is a group of individuals, objects, or items from among which samples are taken for measurement.⁸⁵ Population is not only about number of the object or subject that was learnt. But also includes all of the characteristics of the subject or object. Population is subject or objects that have certain characteristics.

In this research the population was all of the seventh grade students at SMP N 1 Jenangan in academic year 2017/2018 in the second semester. There were 170 students of seventh grade as the population. It divided into some classes. There were seven class of seventh grade. Those were VII-A, VII-B, VII-C, VII-D, VII-E, VII-F, and VII-G.

⁸³ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felica, 2014), 151.

⁸⁴ Sugiyono. *Metode Penelitian Pendidikan* (Pendekatan Kuantitatif, Kualitatif dan R&D) (Bandung: Alfabeta, 2006), 117

⁸⁵ Kultar Singh, *Quantitative Social Research Method* (New Delhi: SAGE Publication India, 2007), 88.

2. Sample

Sample is the small number or part of the population. According to Sugiyono, sample is a part of number and characteristic of the population.⁸⁶ A sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole. When dealing with people, it can be defined as a set of target respondents selected from a larger population for the purpose of a survey.⁸⁷ The sample that was taken by the researcher from the population must represent entirely.

The sample was taken by using sampling technique. Sampling technique is technique to take sample.⁸⁸ The researcher used simple random sampling as the sampling technique. Simple random sampling is kind of probability sampling. It is technique sampling that gives same opportunity for every member of population to be member sample.⁸⁹

In this research, the researcher took two classes by simple random sampling. The first class was as the experimental group and the second class was as the control group. The samples in this research are students of VII-F and VII-G class which each class consists of 29 students. VII-F class as the experimental class, while VII-G class as the control class.

⁸⁶ Sugiyono. *Metode Penelitian Pendidikan*, 118.

⁸⁷ Kultar Singh, *Quantitative Social Research Method*, 88.

⁸⁸ Sugiyono. *Metode Penelitian Pendidikan*, 118.

⁸⁹ *Ibid.*, 82.

C. Instrument of Data Collection

Instrument is any device which is used to collect the data. Instruments can be represented in written, audio, or visual format. Responses can be gathered via paper and pencil tests, computer administered tests, video camera, or audiotape recorder.⁹⁰ The data was collected by using instruments.

Data is information collected in a research study. Data may be oral and recorded onto audio and/or videotapes; they may be written, in the forms of essays, test scores, diaries, or check marks on observation schemes; they may appear in electronic format, such as responses to a computer assisted accent modification program; or they may be visual, in the form of eye movements made while reading text at a computer or gestures made by the teacher in a classroom.⁹¹ Data is the most things in the research, and there are so many kinds of data. Instrument of data collection is all tools that are used by the researcher to get the data.

In this research, the researcher used test as the instrument to get the data. The test was multiple choices and divided into two parts, pre-test and post-test. The total number of the test was 30 items. Pre-test was conducted at the beginning of the research before the students were given treatment to get the information about student' knowledge background in vocabulary. While the post-test was given after the treatment was applied in the classes to get the

⁹⁰ Hossein Tavakoli, *A Dictionary of Research Methodology and Statistics in Applied Linguistics* (Tehran: Rahnama Press, 2012), 277.

⁹¹ *Ibid.*, 145.

information about the students' achievement after the treatment were given. It was used to find out whether there is any significant different score on the students who are taught by Think Talk Write Strategy (TTW) and those are not.

D. Technique of Data Collection

There were two kinds of data that was used in this research. Those are primary data and supporting data. Test was used to get the primary data, while documentation was used to get the supporting data.

1. Test

A test, in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain.⁹² Therefore the researcher can measure the students' vocabulary mastery easily.

A good instrument must fulfill two important requirements. It must be valid and reliable. The instruments are tested by using following criteria:

a. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instrument measured what it claimed measure.⁹³ In this research,

⁹² H. Douglas Brown. *Language Assesment Principles and Classroom Practice*, 10

⁹³ Donald Ary, *Introduction to Research in Educational* (USA: Dasworth Cenggege Learning, 8th Ed.), 225.

the researcher made 35 questions to test the validity of items. From those questions, 30 questions were valid, while 5 questions were invalid.

Table 3.2

The Indicators of Instrument of Data Collection

Title of the Research	Variable	Indicators	No. Item of Instruments
The Effectiveness of Think Talk Write Strategy (TTW) in Teaching Vocabulary at SMP N 1 Jenangan	Teaching Vocabulary	<ul style="list-style-type: none"> - Understanding the meaning of word - Fill in the blank of the sentences. - Understanding kinds of vocabulary: <ul style="list-style-type: none"> Noun Adjective Verb - Guess the word based on the picture 	<ul style="list-style-type: none"> - 1, 2, 3, 4, 5, 6. - 7, 8, 9, 10, 11, 12. - 13, 15, 17, 20, 23, 26. - 14, 18, 21, 24, 27. - 16, 19, 22, 25, 28, 29. - 30, 31, 32, 33, 34, 35.

To calculate the validity, the researcher used SPSS program. The steps of calculation as follows:

- 1) Open the SPSS program.
- 2) Input the data into data view.
- 3) Click variable view. Write item_1 until the number of test item. Change decimal 0.

- 4) Click Analyze – Correlate – Bivariate.
- 5) Drag into variable. In the correlation coefficient click Pearson, in the Test of Significance click Two-Tailed, tick Flag significant correlations. Then click OK.

Based on the calculation result of item validity as follows:

Table 3.3

Recapitulation Test Item Validity

No. Item	'r' Arithmetic	'r' Table	Explanation
1	0,420	0,361	Valid
2	0,456	0,361	Valid
3	0,367	0,361	Valid
4	0,600	0,361	Valid
5	0,367	0,361	Valid
6	0,292	0,361	Invalid
7	0,456	0,361	Valid
8	0,220	0,361	Invalid
9	0,443	0,361	Valid
10	0,456	0,361	Valid
11	0,611	0,361	Valid
12	0,491	0,361	Valid
13	0,818	0,361	Valid
14	0,630	0,361	Valid

15	-0,666	0,361	Invalid
16	0,491	0,361	Valid
17	0,367	0,361	Valid
18	0,443	0,361	Valid
19	0,600	0,361	Valid
20	0,630	0,361	Valid
21	0,694	0,361	Valid
22	0,367	0,361	Valid
23	0,507	0,361	Valid
24	0,551	0,361	Valid
25	0,751	0,361	Valid
26	0,420	0,361	Valid
27	0,611	0,361	Valid
28	-0,420	0,361	Invalid
29	0,818	0,361	Valid
30	0,507	0,361	Valid
31	0,694	0,361	Valid
32	0,456	0,361	Valid
33	0,262	0,361	Invalid
34	0,443	0,361	Valid
35	0,751	0,361	Valid

Based on the calculation result of validity, from 35 questions, there are 5 items are invalid, that are number 6, 8, 15, 28, and 33. And 30 items are valid, that are number 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 34, and 35. So the researcher used 30 valid items of question for pretest and posttest.

b. Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.⁹⁴ Reliability is dependability or consistency. Although an instrument that is used repeatedly, it will remain consistent.

To calculate the reliability the researcher used SPSS program. The steps of calculation as follows:

- 1) Open SPSS program.
- 2) Input the data into data view.
- 3) Click variable view. Write item_1 until the number of test item. Change decimal 0.
- 4) Click Analyze – Scale – Reliability Analysis.
- 5) Drag into variable, except the score. Click OK.

If the obtained score is higher than the table r-score, it means that the test is reliable. The calculation of reliability shows as follows:

⁹⁴ Donald Ary, *Introduction to Research in Educational*, 237

Table 3.4
Reliability Statistics

'r' Arithmetic	'r' Table	Explanation
0,887	0,361	Reliable

Based on the calculation result of reliability was the value of the students' instrument is 0,887. The test is reliable because the index of reliability is 0,887. It is higher than r table that shows 0,361.

2. Documentation

The other technique that was used by the researcher to collect the data was documentation as the supporting data. The researcher used photograph/camera to document the teaching and learning process. The photograph/camera was used during the teaching and learning process.

E. Technique of Data Analysis

After collecting the data by giving pretest and posttest to the students, then the researcher analyzed the data. Technique of data analysis that was used by the researcher in this research was counting by using T-test. This research was used to compare the result of post test in experiment class and control class. Before the researcher used T-test, the researcher applied assumption test, namely normality test and homogeneity test.

1. Normality Test

Normality test is used to determine whether a data was well-modeled by a normal distribution or not. The calculation of normality test is used SPSS 16.00 program. To find the normality of data by followed these steps:

- a. Open the SPSS program.
- b. Input the data to the data view by first fill the variable view with write down the name of the class.
- c. Click Analyze – Nonparametric test – Sample K-S.
- d. Drag the data into test variable. Click OK.

After the process calculation, it determines by the following criteria:

- a. If P_{value} was lower than α (0,05) ($P_{\text{value}} < \alpha$), it means that H_0 is accepted and H_a is rejected.
- b. If P_{value} was higher than α ($P_{\text{value}} > \alpha$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : data is not normally distributed.

H_a : data is normally distributed.

2. Homogeneity

Homogeneity test is similarity of variance between groups which is compared, so that we will be faced with the groups which are from the first in the same condition.⁹⁵ This test is needed to compare some groups. It is also needed to know the homogeneity of variance population of some groups. To calculate the homogeneity test, the researcher used SPSS 16.00 program. The steps of calculation as follows:

- a. Open the SPSS program.
- b. Input the data into data view by first fill the variable view with write down X as the score and Y as the kind of class.
- c. Click Analyze – Compare means – One Way Anova.
- d. Drag X into dependent list and Y as factor list.
- e. Click options – checklist homogeneity of variance test – OK.

After the process calculation, it determines by the following criteria:

- a. If P_{value} was lower than α (0,05) ($P_{\text{value}} < \alpha$), it means that H_0 is accepted and H_a is rejected.
- b. If P_{value} was higher than α ($P_{\text{value}} > \alpha$), it means that H_0 is rejected and H_a is accepted.

⁹⁵ Retno Widyaningrum. *Statistika*, 203.

Notes:

Ho : variance population is not identical

Ha : variance population is identical.

3. Testing Hypothesis

To find whether there is any significant different score on the students who are taught by using Think Talk Write Strategy and who are not taught, the data are analyzed statistically. The researcher analyzed use T-test in SPSS. The steps of calculation as follows:

- a. Open SPSS program.
- b. Input data into data view, by first change the value in the variable view by change the Name, Decimals, Value, and Measure.
- c. Click Analyze – Compare Means – Independent-Sample T-Test.
- d. In the dialogue box of Independent-Sample T-Test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*.
- e. Click Define Groups; write down 1 in the Group 1 and 2 in the Group 2, then click Continue – OK.

After calculated, the researcher proposed the alternative hypothesis (Ha) and null hypothesis (Ho) which is described below:

Ho : if $t_{\text{test}} < t_{\text{table}}$ in significant degree 5%

H_a : if $t_{\text{test}} > t_{\text{table}}$ in significant degree 5%

Meanwhile, the degree of freedom (dF) = $(N_1 + N_2) - 2$



CHAPTER IV

RESEARCH FINDING

A. Research Location

1. General of Location

This research was conducted at SMP N 1 Jenangan Ponorogo in academic year 2017/2018. The school is located at Jl. Raya Jenangan – Kesugihan, Ponorogo. This school stands on 15.000 m² wide of area, that consist of mosque, laboratory, library, teacher rooms, principal room, TU, and classes.

Since 2008, SMP N 1 Jenangan got National Standard School predicate (SSN). SMP N 1 Jenangan is trying to keep its existence in education start from 1982 until now, and become a school based on national standard and do Adiwiyata program with the headmaster is Mr. Basuki, S. Pd., M.Pd.

SMP N 1 Jenangan also has some achievements in academic and non academic. In the academic achievements that had reached by the students such as MIPA Olympiad as second winner, English Olympiad as winner, mathematic as second winner, etc. While, in non academic achievements that had been reached by the students such as PMR competition as second winner, long jump competition as second winner, Jujitsu as winner, etc.

SMP N 1 Jenangan has used Kurikulum Tingkat Satuan Pendidikan (KTSP) for ninth grade and Curriculum 2013 (K-13) for seventh and eighth grade. That curriculum is for all subjects.

Students are important component in the educational course/school. In this year, there are 499 students of SMP N 1 Jenangan. It divides into three grades; the seventh grade consists of 170 students, the eighth grade consists of 156 students, and ninth grade consist of 173 students.

2. Vision, Mission, and Goal of the School

a) Vision

Excellent in cultural achievement based on the faith and piety.

b) Missions

- Establish school as National Standard School.
- Realizing school as centers of education in developing knowledge such as: logic, ethics, aesthetics, and practice to create complete human being in conducting quality education.
- Realizing the school environment to motivate the students to study hard, create, produce, and innovate from the knowledge as their future.
- Educate, train, guide and develop the students to be fun of read, study, work, and try to produce, so the students be able to develop their capabilities and environment, and include in the competition globalization era with the value of religion.

- Guide and train the students for students for study about organization become a human integrity and a good cadre for their country.
- Increase teaching and learning process and infrastructure with the priority scale to increase the achievement in the final of academic year.
- To developing of local and national culture through of the traditional and modern art.
- Conduct religious coaching through prayers together and other religious activities.

c) The Goals

- Development of graduate competency.
- Development of content standards.
- Development of process standard.
- Development of educators and education personnel.
- Development of school facilities and infrastructure.
- Development of management standard.
- Development of financing standard.
- Development and implementation of education system.

B. Data Description

In this research, the population was seventh grade students of SMP N 1 Jenangan in academic year 2017/2018. It was 58 students as the sample that was divided into two groups. Each group consists of 29 students.

1. The Time of Research

This research was conducted in February – April 2018. The schedule for experimental class and control class can be seen in the table below:

Table 4.1

Research Schedule of Experimental Class

Date	Activities
March, 1 th 2018	Pretest
March, 8 th 2018	First treatment
March, 15 th 2018	Second treatment
March, 22 th 2018	Posttest

Table 4.2

Research Schedule of Control Class

Date	Activities
February, 28 th 2018	Pretest
March, 7 th 2018	First treatment
March, 14 th 2018	Second treatment
March, 21 th 2018	Posttest

2. Teaching Procedures (Experimental and Control Class)

In this research the researcher took VII F class as the experimental class, VII G class as the control class. There were 29 students in each class.

To get the data, the researcher gave material about description text for both classes. In the first meeting the text was “My Parents are Farmer” and in the second meeting the text was “My Lovely Rabbit”. In the first meeting the text about jobs and the second meeting the text was description about pet or favorite animal. And the theme was *We Love What We Do*. In addition, the researcher also used test to get the data. The test was multiple choices.

In the experimental class, the researcher taught the students by using Think Talk Write strategy. The learning process was done in a set of the leaning process that was involved in this research such as pretest, first treatment, second treatment, and posttest.

In the first meeting the researcher gave pretest and posttest in the last meeting. In the treatment, the researcher taught the students by using Think Talk Write strategy (TTW). In the first, the researcher conveyed the aim, the competence, and what the material that would be going on. Then the researcher conveyed the materials outline by showing some pictures about activities or habit of people and animal. Then the researcher gave text to the students about the material. To construct the students’

knowledge, the researcher asked the students to read the text consist of the learning material and made a note individually about the vocabulary that the students knew and did not, to bring to the group discussion. After that, the researcher made some groups consist of 4-5 students. In the groups the students discussed about the material based on their note to completed the task that was given by the researcher. Based on the result from discussion, the students wrote the result individually, then completed the task from the researcher in the group. In the last activity, each groups were asked to presented the result of discussion.

While in the control class, the researcher taught the students by using lecturing strategy. The researcher gave explanation about the material to the students during the class. If there was something that the students did not understood about the material, the students can asked some question to the researcher and the researcher gave answers. The learning process was done in a set of learning process like in the experimental class.

In the first and last meeting the researcher gave test to the students like in the experimental class. In the second and third meeting was different with the experimental class. In the control class the researcher applied lecturing strategy. The researcher gave explanation about the material, and if there were the material that the students not understood yet, they asked to the researcher. Then, the researcher gave task to the students like in the

experimental class. And then the students were asked to present their assignment.

In pretest, there were 30 item tests. The test was multiple choices. After giving the treatment, the researcher gave posttest for both experimental class and control class. It was aimed to know the students' achievement after giving the treatment. There were 30 items test in posttest. The test was multiple choices. The item test was same for both classes.

3. Students' Vocabulary Test Score of Experimental Class

The table below showed the result of students' vocabulary achievement of pretest and posttest for the students who were taught by using Think Talk Write strategy (TTW).

Table 4.3

The Score of Experimental Class Vocabulary Test

NO.	NAME	SCORE	
		PRETEST	POSTTEST
1	AEP	60	97
2	AJ	77	97
3	AA	63	93
4	ANH	57	90
5	AP	67	97

6	BAFR	60	97
7	CUR	73	97
8	DP	67	93
9	DEF	37	73
10	ER	67	77
11	ESM	70	97
12	EP	60	90
13	FNES	77	97
14	FDR	67	90
15	IP	73	83
16	MND	70	97
17	MAA	53	80
18	MAS	57	80
19	MDBI	67	93
20	MAAM	50	87
21	OGBP	73	83
22	RS	37	97
23	RH	67	90
24	SBAR	67	93
25	SRW	73	97
26	WA	60	93
27	YBF	67	90

28	YA	53	90
29	YR	73	97
Total		1842	2635
Mean		63,517	90,863

From the table above, it can be seen that in the experimental class the highest score of pretest was 77, while the lowest score of pretest was 37. And for posttest, the highest score in experimental class was 97, while the lowest score was 73. The total score of pretest was 1842 with the mean was 63,517. Meanwhile, the total score of posttest was 2635 and the mean was 90,863.

4. Students' Vocabulary Test Score of Control Class

The table below showed the result of students' vocabulary achievement of pretest and posttest for the students who were not taught by using Think Talk Write strategy (TTW).

Table 4.4

The Score of Control Class Vocabulary Test

NO	NAME	SCORE	
		PRETEST	POSTTEST
1	AWP	60	67

2	ARNI	50	73
3	AMB	63	77
4	AM	57	83
5	ASO	34	70
6	ADS	60	83
7	AND	70	80
8	ANN	67	73
9	BSL	37	87
10	DSA	67	47
11	DFA	70	57
12	DSAC	60	53
13	FDF	53	87
14	GP	67	63
15	HEE	34	75
16	ISM	70	80
17	IMZ	37	57
18	JAF	57	63
19	KCP	67	60
20	LMK	50	73
21	LF	30	80
22	MHA	37	90

23	NNA	60	90
24	PS	67	53
25	RWS	63	83
26	TR	60	83
27	VAW	67	80
28	WAS	53	57
29	YDP	70	77
Total		1637	2101
Mean		56,449	72,449

From the table above, it can be seen that in the control class the highest score of pretest was 70, while the lowest score of pretest was 30. And for posttest, the highest score in control class was 90, while the lowest score was 47. The total score of pretest was 1637 with the mean was 56,449. Meanwhile, the total score of posttest was 2101 and the mean was 72,449.

C. Data Analysis

Assumption test analysis was conducted as the prerequisite for testing hypothesis. There were normality test and homogeneity test of the data.

1. Normality Test

Normality test is a kind of test that is used to find out whether the data is normal distribution or not. In this research, the researcher used Kolmogorov – Smirnov test and calculated the data by using SPSS 16.00.

The hypothesis of this normality test as follow:

Ho : data is not normally distributed

Ha : data is normally distributed

Ha was accepted if P value higher than 0,05 ($P \text{ value} > \alpha$). The table below was the result of calculating normality test:

Table 4.5

Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Experimental Class
N		29
Normal Parameters ^a	Mean	63.52
	Std. Deviation	10.246
Most Differences	Extreme Absolute	.219
	Positive	.108
	Negative	-.219

Kolmogorov-Smirnov Z	1.181
Asymp. Sig. (2-tailed)	.123
a. Test distribution is Normal.	

Based on the calculation above, it showed that P value was 0.123. It was higher than 0,05. It means that the data of experimental class was in normality distribution.

Table 4.6

Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Control Class
N		29
Normal Parameters ^a	Mean	56.45
	Std. Deviation	12.679
Most Differences	Extreme Absolute	.197
	Positive	.144
	Negative	-.197
Kolmogorov-Smirnov Z		1.058
Asymp. Sig. (2-tailed)		.213
a. Test distribution is Normal.		

Based on the calculation above, it showed that P value was 0.213. It was higher than 0,05. It means that the data of experimental class was in normality distribution.

2. Homogeneity

Homogeneity test was used to decide whether a data was homogeneous or not. This test was important, because the similarity of both class influence the result of test. The researcher was used SPSS program to calculate the value of homogeneity test. The result of calculation as bellow:

Table 4.7

Test of Homogeneity of Variances

Score

Levene	df1	df2	Sig.
Statistic			
1.795	1	56	.186

Based on the table above, the value of homogeneity test was 0,186. The data can be said homogenous if P value was higher than 0,05 (P value $> \alpha$). This value was higher than 0,05, so it showed that the data was homogenous.

3. Hypothesis

After conducting normality and homogeneity test, the researcher calculated T-Test by using SPSS program. It was used to compare the students' score that was divided into two groups which were taught by using different strategy. The first group was taught by using Think Talk Write strategy (TTW) and the second group was taught without using TTW strategy. The calculation result as bellow:

Table 4.8

Group Statistics

Factor	N	Mean	Std. Deviation	Std. Error Mean
Score Experimental Class	29	90.86	6.885	1.279
Control Class	29	72.45	12.322	2.288

Based on the table above, the result of data analysis showed that the means of students' score of experimental class was 90,86. While the means of students' score of control class was 72,45.

Table 4.9
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2- taile d)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	12.156	.001	7.025	56	.000	18.414	2.621	13.163	23.665
Equal variances not assumed			7.025	43.933	.000	18.414	2.621	13.131	23.697

From the table above, it can be seen that the value of T test was 7,025 and the degree of freedom was 56 ($df = db - 2$; $58 - 2 = 56$). The value of T_{table} for $db = 56$ at level 5% was between $db = 50$ and $db = 60$. In this

research the researcher decided to categorized into $db = 60$. The value of T table for $db = 60$ in significant 5% was 2,00. To interpret the data above, the researcher formulated the hypothesis test as follows:

H_0 : there was no different significance score on vocabulary between the students who were taught by using Think Talk Write Strategy (TTW) and those who were not.

H_a : there was different significance score on vocabulary between the students who were taught by using Think Talk Write Strategy (TTW) and those who were not.

The result showed the value of $T_{test} = 7,025$ and the value of T_{table} with $db = 56$ was 2,00. It means that $7,025 > 2,00$. Therefore, H_0 was rejected and H_a was accepted. It can be concluded that there was significance difference score on the students who were taught by using Think Talk Write strategy (TTW) and those who were not.

D. Discussion

This research was conducted to found out the effectiveness of Think Talk Write strategy (TTW) in teaching vocabulary. Based on the computation above, it showed that the difference coefficient of students taught by using Think Talk Write strategy (TTW) and those who were not was 7,025.

Hypothesis test (t_0) at 7,025 from the computation above would be compared to the “t” table (t_t) with the condition stated below:

1. If the $t_0 \geq t_t$ H_a was accepted. It means there was any significant difference between two variable.
2. If the $t_0 \leq t_t$ H_a was refused. It means there was not any significant difference between two variable.

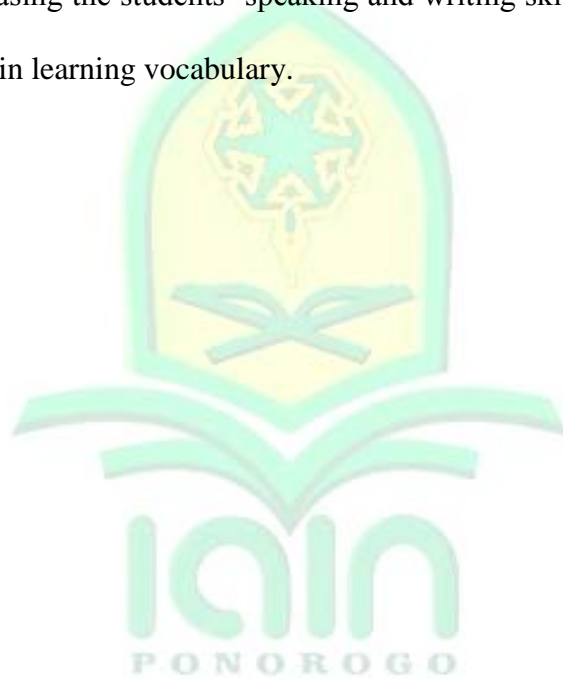
To determine the value of t_0 , the researcher was checking db and consulted with the t_t score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 29 + 29 - 2 = 56 \end{aligned}$$

At significant standard 5%, the value of t_t was 2,00. Then the value of t_0 was compared to the value of t_t . The value of t_0 was 7,025. It means that H_a was accepted and H_o was rejected.

From the calculation above, it can be seen that the students who were taught by using Think Talk Write strategy (TTW) got better score than those who were not. So that, it can be concluded that there was significant different score on the students who were taught by using TTW strategy and those who were not at the seventh grade students of SMP N 1 Jenangan in academic year 2017/2018.

In addition, Huda said that TTW encourage the students to think, talk, and then write topic. This strategy is used to develop writing smoothly and train the languages before it is written. TTW strategy allows the students to influence and manipulate ideas before putting into writing. It also helps the students in collects and develops ideas through structured conversation.⁹⁶ Implementation Think Talk Write Strategy in teaching and learning process can be increasing the students' speaking and writing skill. So, it also can help the students in learning vocabulary.



⁹⁶ Miftahul Huda. *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatik*, 218.

CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis, the result of this research showed that the mean score of posttest from experimental class (90,86) was higher than control class (72,45). It had been found that comparison between the students' score who were taught by using TTW strategy and those who were not was 7,025. This score was higher than t_{table} which was 2,00 at the level of significant 5% with $db = 56$ that was categorize into $db = 60$. It means that H_a was accepted and H_o was rejected. In the other word, Think Talk Write strategy was effective to facilitate in teaching vocabulary, because it had different significance score on vocabulary between the students who were taught by using Think Talk Write strategy (TTW) and those who were not on the seventh grade students at SMP N 1 Jenangan in academic year 2017/2018.

B. Suggestion

Based on the conclusion of the implementing TTW strategy, there are some suggestions from the researcher as follows:

1. For the Teachers

The teachers should be creative to choose the best strategy to apply in the learning process. After conducting this research, the researcher suggested to apply Think Talk Write strategy (TTW) in the class,

especially English teachers. This strategy can make the students to cooperate in a group discussion. It is also make the students to be learning center, because this strategy is focus on the students. By this strategy, the students can construct their knowledge by themselves. In learning process the teachers should give motivation to the students.

2. For the Students

The researcher hopes that the students should have great motivation to study, especially English lesson. So, the students can improve their language skills. The students are hoped to be active during learning process. If the students did not understand about the material, the students have to ask to the teachers or friends.

3. The Future Researchers

The future researchers who are interest in applying TTW strategy should understand the steps. They should be able to guide the students systematically. It is also expected that the result of this research can be used as a good reference in conducting similar research.

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