

**THE EFFECTIVENESS OF THINK TALK WRITE STRATEGY ON
STUDENTS' WRITING SKILL TO THE TENTH GRADE AT SMK KI
FATHUL MUNA SAMBIT PONOROGO IN ACADEMIC YEAR 2017/2018**

THESIS



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ABSTRACT

PURWATI. 2018. *The Effectiveness of Think Talk Write Strategy on Students' Writing Skill to the Tenth Grade at SMK KI Fathul Muna Sambit Ponorogo in Academic Year 2017/2018.* Thesis English Education Departement, Faculty of Teaching and Education, The State Institute for Islamic Studies of Ponorogo (IAIN). Advisor: Ahmad Nadhif, M. Pd.

Key Word: Think Talk Write Strategy (TTW) and the Writing Skill.

The objective of this study was to know whether any significant difference score of student in writing skill before and after being taught using Think Talk Write strategy. This study was carried at the tenth grade students of SMK KI Fathul Muna Sambit Ponorogo in February until April 2018.

This research used pre-experimental design. The class was taught using Think Talk Write strategy. The population of the tenth grade in SMK KI Fathul Muna Sambit consisted of 31 students. The sample was all off population that was 31 students. It was called population sampling. The data was gathered through test. This research conducted by following procedures such as follows: giving the pre-test, giving the treatment, and giving the post-test.

After pre and post-test were done. The data was analyzed and processed by using T-test formula in SPSS version 16. The result of this research showed that the average of pre-test of experimental class was 52,65 and the average of post-test was 62,19. The value of t_{test} was 3,596 at the 5% significance level and T_{table} showed 2.00 ($3,596 > 2.00$), so, H_1 was accepted and H_0 was rejected.

From the computation above, it could be concluded that there was significant effect of Think Talk Write on students' writing skill score at the tenth grade of SMK KI Fathul Muna Sambit Ponorogo in academic year 2017/2018. It is important for the teacher to increase and develop their ability in teaching. The teacher should be able to appropriate method in learning English especially in teaching writing so that it can make students enjoy and are motivated in learning writing.

APPROVAL SHEET

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2017/2018

Has been approved by the thesis advisor for further approval by the board of:

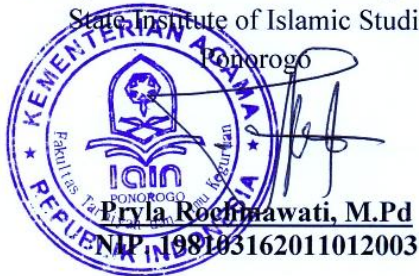
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CAPTER I

INTRODUCTION

This chapter consists of background of the study, boundaries of the problem, research questions, research objective, significance of the research, and organization of the thesis

A. Background of the Study

Writing is one of important aspects in life. It can be an office memo, restaurant menu, message, or a letter. Writing is incredible thing; people can use it to give an information, an opinion, a question, an invitation, or a poetry. Pawliczak said “writing is the most important skill after speaking; people have to do it properly because it is necessary in public places. Words can take a bounty of forms within writing. It is definitely important because if people would like to be a translator and translating, it is not only a word for word translation; it is all about fitting foreign thoughts into our language.”¹ Each writing has message that wants to be shared by writer. It is ideas, emotional and expression of writer, so it means that writing is face of writer. A writer is not only conducting a product but also thinking about reader. He or she has to pay attention to each aspects of writing. In addition, Currier also said that the ability to write well can have a profound impact on our lives. Writing can be

¹ Joanna Pawliczak, “Creative Writing as a Best Way to Improve Writing Skills of Students,” *Sino-US English Teaching*, 5 (May 2015), 350.

an art, and it is the task of the writer to create the masterpiece. Without the competency and practice of basic to make or use strategy that increases student's interested in writing. Nunan said that success in teaching depends on many factors and one of them is teaching method.² In the fact, one factor of successful in writing is teacher method. Each teacher has any method to teach her or his students. it can carry students to enjoy and understand the lesson.

Many student's problems make them are bored to write. According to Hossein Kashef "Individuals with writing problems may have difficulties in one or more aspects of writing skill such as proper use of grammar, conventions, punctuation, capitalization, spelling, and some of the basic and initiating aspects of writing."³ In reality, writing process is more complex than this of course, and the various stages of drafting and writing, etc. are done in a recursive way we loop backwards and move forwards between these various stages.⁴

As EFL learners, Indonesian students are expected to be able to write or express their ideas in English texts well as stated in the latest Indonesian Curriculum of 2013 Curriculum of Indonesia expects the students.⁵ Various English text types (such as hortatory exposition, reports, narrative, descriptive, etc.) have been introduced in teaching writing to High School students in order to meet the curriculum expectation.

² David Nunan, *Second Language Teaching and Learning*, (USA: Hein Le & Heinle Publisher, 1999), 249.

³ Seyyed Hossein Kashef, "Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level," *Macrithink Institute*, 3 (August 1st, 2012), 132.

⁴ Jeremy Harmer, *the Practice of English Language Teaching*, 258.

⁵ Rizki Putri Nanda, dkk, "Students' Writing Errors in an EFL Classroom," *CAPEU*, (February 26-28th, 2016), 229.

Wulan Rahmatunisa said that Writing is a long term activity. Generally, when people start to build the topic, they actually faced by some problems.⁶ So students have to prepare whatever they will be faced in writing.

In SMA 10 Banda Aceh, researchers (M. Said Husin and Etty Nurbayani) conducted a preliminary study by interviewing two English teachers in Senior High School (SMA) 10 Banda Aceh regarding to students' problems in writing. The informal interviews revealed that students faced problems in writing skill. The two major problems were grammar and word choice.⁷ On the research has revealed the writing errors made by the students of grade XI SMA Negeri 10 Banda Aceh. The errors in writing are particularly found in spelling, capitalization, punctuation, word choice, organization, and grammar. Among those errors, grammatical error was at the highest rank of the hierarch.⁸

In English Department students at IAIN Samarinda academic year of 2013 are several problems that are commonly faced by them, in particular non-native students who write in English. Not only about grammatical terms and logical problems, problems in style context often happen due to the fact that students are unable to use the appropriate and common words used by native speakers.⁹

It has happened in tenth grade at SMK KI Fathul Muna. Most of students still had not understood how to write well. They had judged that learning English is difficult because it has different role with Indonesian writing. It can be looked from

⁶ Wulan Rahmatunisa, "Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay," *ENGLISH REVIEW: Journal of English Education*, 1, (1st December 2014), 2.

⁷ Rizki Putri Nanda, dkk, "Students' Writing Errors in an EFL Classroom," *CAPEU*, (February 26-28th, 2016), 230.

⁸ Ibid, 325.

⁹ M. Said Husin and Etty Nurbayani, "The Ability of Indonesian EFL Learners in Writing Academic Papers." *DINAMIKA ILMU*, 7, (2017), 242.

their writing and answer the question from the text. Teacher should arrange strategy how to teach that is interested and students can active role in the class.¹⁰

In this research, the researcher chooses a cooperative strategy that can make students active and enjoy the class. It is think talk write strategy. The first this strategy was introduced by Huinker and Laughlin in their book at 1996. According to Miftahul Huda “Think-Talk-Write is a strategy that facilitates language training orally and writing the language fluently.¹¹ The Think-Talk-Write strategy builds in time for thought and reflection and for organization progresses from student engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.¹² It can develop student’s writing skill and they can explore and share their idea each other. Because they do together and get other ideas from their classmate, so they more relax to write.

B. Limitation of the Study

Researcher limits her research in writing skill and its strategy that is think talk write strategy. Researcher also chooses the descriptive text to be implemented for the tenth grade at SMK KI Fathul Muna Sambit Ponorgo in academic year 2017/2018.

¹⁰ Observation at SMK KI Fathul Muna, 20th February 2018.

¹¹ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014), 218.

¹² Pradita Marlia Aziz, “*The Influence of Think-Talk-Write (TTW) Strategy toward Students’ Writing Skill on Recount Text*,” (Thesis, Walisongo State Islamic University, Semarang, 2016), 27.

C. Statement of the Problems

Based on the background of the study, statement of the problems can be stated as follows:

Is there any significant difference score of students in writing skill before and after being taught by using think talk write strategy?

D. Objective of the Study

Research objective of this study is to know there is any significant difference score of students in writing skill before and after being taught by using think talk write strategy.

E. Significance of the Study

This study is expected to give practical and theoretical benefits.

1. Theoretical Significance

- a. This research is expected to give teacher especially English teacher that chooses think talk write strategy in teaching writing to help students easy to write the text.
- b. This study is expected to give students especially in the tenth grade students of SMK KI Fathul Muna Sambit Ponorogo in Academic Year 2017/2018.

2. Practical Significance

a. For writer

This research can be learnt to writer other research and writer can improve her/his writing and teaching ability especially in writing teaching.

b. For the students

Students more interest to learn English and English is not judged as boring lesson. They also enjoy when they write and more active role at the class.

c. For the teachers

Teachers can use think talk write strategy to teach writing and it can motivate students to write well.

d. For the other researcher

This research can be used as one of the references in conducting a research on English language teaching, especially in the implementation of think talk write strategy.

3. To the Researcher

In order to know the effectiveness of think talk write strategy in teaching writing skill.

4. To the Reader

Research paper is hoped that reader can understand well about think talk write strategy to be used in English teaching learning process especially for writing. Research paper also can be used as the reference for who wants to conduct a research in English teaching learning process.

F. Organization of the Thesis

The researcher divides this research in five chapters, as follows:

Chapter I is introduction that is general description and a role basic mindset for the thesis. It covers background of study, boundaries of the problem, research question, research objective, significant of the research and organization of the thesis.

Chapter II is review in theories related think talk write strategy and writing skill. It delivers theoretical background, previous research finding, theoretical framework and hypothesis.

Chapter III is research methodology that consists of research design, population and sample, instrument of data collection, technique of data collection, technique of data analysis.

Chapter IV is the result of the research which presents data description, data analysis, interpretation, and discussion.

Chapter V is closing that consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter contains theoretical background, previous research finding, theoretical framework and hypothesis.

A. Theoretical Background

This subchapter discusses writing skill and think talk write strategy.

1. The Writing Skill

The first subchapter explains the nature of writing, the kinds of writing and teaching writing.

a. The Nature of Writing

Writing is one of the main language skills. Mohamed Alfaki said that writing plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others.¹³ Nunan stated that it is both a physical and a mental act. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹⁴ Writing is written communication between writer and reader. Each writing has message that wants to be shared

¹³ Ibrahim Mohamed Alfaki, University Students' English Writing Problems: Diagnosis And Remedy, *International Journal of English Language Teaching*, 3 (May 2015), 40.

¹⁴ David, Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), 88.

by writer. It is idea, emotional and expression of writer, so it means that writing is face of writer. Fello and Paquette stated that writing enables students to independently record their thinking. Their written words facilitate peer discussions.¹⁵ Sometimes not all of message from writer can be sent to reader if writer is not carefully in writing.

Writing is productive skill that is a number of language production process which has to be gone through whichever medium we are working in.¹⁶ Alexander also said in his book “speaking and writing are the most important of these skill, since to some extent they presuppose the other two”.¹⁷ Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.¹⁸

The purpose of writing, in principle, is the expression of ideas, the conveying of the messages to the reader; so ideas of themselves should be arguably be seen as the most important aspect in the writing.¹⁹ Writing is productive skill that needs to be learnt and trained continuously. It is not

¹⁵ Susan e. Fello & Kelli R. Paquette, Students’ Problem-Solving Skills are Enhanced When They Communicate Their Mathematical Ideas, *MATHEMATICS TEACHING IN THE MIDDLE SCHOOL*, 7, (March 2009), 413.

¹⁶ Jeremy, Harmer, *the Practice of English Language Teaching*, (Harlow: Longman, 2001), 246.

¹⁷ L.G. Alexander, *Practice and Progress*, (London: Longman Group Ltd, 1975), viii

¹⁸ Jeremy, Harmer, *the Practice of English Language Teaching*, 255.

¹⁹ Penny, Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 2009), 163.

spontaneity and easy to write. To getting idea, Writer should be more diligent to read and look for the information and memorize the experience that can be reference to write. So, it can be concluded that writing is process. Harmer said in his book “In teaching writing, teacher can either focus on the product of writing or on the writing process itself.”²⁰ Product concentrates on the aim of the task and in the end of the product whereas writing process pays attention the various stages that any piece of writing goes through. It asks students to consider the procedure putting together a good piece of work.²¹

Writing has many contents that has to be existed. Brown said that it was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language.²² From the structure, writing should be carefully in the diction and accurate. According to Penny Ur “a writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and carefully in selection of vocabulary.”²³ Writing has its own genres which is based on use of writing. According to brown, writing has three genres, these are:

- 1) Academic writing; paper and general subject reports, essays, thesis, dissertation, compositions, academically focused journal short-answer test responses, technical reports.

²⁰ Jeremy Harmer, *the Practice of English Language Teaching*, 257.

²¹ Ibid, 326.

²² H Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2004), 218.

²³ Penny, Ur, *A Course In Language Teaching*, 163.

- 2) Job-related writing; messages, memos, letter, reports, schedule, labels, sign, announcements, advertisements.
- 3) Personal writing; letter, email, greeting cards, invitation, messages, calendar entries, shopping list, diary, personal journal, questionnaire, medical reports, immigration documents.

b. The Kinds of Writing

According to Brown, types of writing performance are four. They are based on levels and assessment, these are:

1) Imitative

It is to produce written language, the learner has to attain skill in the fundamental, basic tasks of writing letter, words, punctuation, and very brief sentences. It can be categorized in first level. Tasks can be used in this level are letter, words, simple sentences (copy paste)

2) Intensive

It is the second level and the meaning and context are of some importance in determining correctness and appropriates, but most assessment tasks are more concerned with focused on form, are rather strictly controlled by the test design. Tasks that are used are dictation & dicto-comp, grammatical transformation task.

3) Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into paragraph and creating connected sequence of two or three paragraph. The tasks are paraphrase, guided question and answer.

4) Extensive

Writing implies successful management of all the processes and strategies in purpose. It is focused on achieving purpose, developing and organizing ideas logically, also grammatical form is limited to occasional editing or proofreading of a draft. The tasks are paragraph construction task, strategic option, essay paper, thesis.²⁴

Writing is a group of words, which can be just word, phrase, clause, sentence, or paragraph. In high school level, teacher has taught how to write paragraph well. Types of paragraph are seven, they are narration, exposition, definition, classification, description, process analysis, and persuasion.²⁵

In this research, researcher will use descriptive paragraph to practice writing in SMK Fathul Muna Sambit. Description is not what you saw, but what readers need to see in order to imagine the scene, person,

²⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, 220.

²⁵ Dolar Yuwono, *Writing 1 from Practice to Theory: Getting Smart and Creative to Write*, (Sleman: Pustaka Felicha, 2015), 29.

object, etc.²⁶ it can be concluded that describing is not about writer sees but it is about helping reader can imagine something.

According to Stanley, description is a type of paragraph to describe the appearance of things that occupy space, whether they are objects, people buildings, or cities.²⁷

Description paragraph also has levels. So researcher chooses descriptive that is same level with high school students. Using this paragraph, students can explore their idea and their knowledge. How they can process their own language, idea, and learn the real object.

c. Teaching Writing

Teaching is sharing or transferring either information or knowledge these are useful. According to the *Cambridge International Dictionary of English*, teaching is to give someone knowledge or to instruct or train someone and *Longman Dictionary of Cotemporary English* Suggests that teaching means to show somebody how to do something or change somebody' ideas.²⁸ Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²⁹

²⁶ Ibid, 63.

²⁷ Ibid, 66.

²⁸ Jeremy Harmer, *the Practice of English Language Teaching*, 56.

²⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, 7.

Sometimes, most of people is misunderstanding with teacher' role in the class. Teacher is not only sharing and giving but also motivation students and he/she is not only in education generally, but in the class itself. How the teacher manages and controls class are one of teaching success. Harmer said that a key factor in the success of productive skill tasks is the way teachers organize them and how they respond to the student's work.³⁰ Many problems are occurred when teacher teaches students. It can be occurred because of many reasons. It is able to be happened from the teacher, students, or condition of class.

Individuals with writing problems may have difficulties in one or more aspects of writing skill such as proper use of grammar, conventions, punctuation, capitalization, spelling, and some of the basic and initiating aspects of writing.³¹ At addition, motivation, psychic, or condition of students can be reason why the students are difficult to write their idea. Besides that they are also scary to write because they have not mastered of grammar or vocabulary. Jeremy also said in his book that in order for writing to be successful, it has to be both coherent and cohesive. Coherent writing makes sense because you can follow the sequence of ideas or points and cohesive is a more technical matter since it is here that we

³⁰ Jeremy Harmer, *the Practice of English Language Teaching*, 257.

³¹ Seyyed Hossein Kashef, "Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level," *Macrithink Institute*, 3 (August 1st, 2012), 132.

concentrate on the various linguistic ways of connecting idea across phrase and sentences. So, when students will write, they should pay attention and always revise their written.

2. Think Talk Write Strategy

The second subchapter explains definition of think talk write strategy and procedures of think talk write strategy.

a. Definition of Think Talk Write Strategy

Zulkarnaini had a notion that think talk write is one of cooperative learning that consists of some members in one group who has responsibility of mastering the material and teaching this matery to other member of group.³² It means that this strategy is suit to build the spirit of student to write and they can share their knowledge to other member. Yamin stated that progress flow of think talk write strategy is begun from involvement of students in thinking or dialogue with themselves after reading process and the next they talk and share idea with their friends before writing.³³ TTW strategies encourage students to think, speak, and write a specific topic. This strategy allows students to influence and

³² Zulkarnaini, "Model Kooperatif Tipe Think Talk Write (TTW) untuk Meningkatkan Kemampuan Menulis Deskripsi dan Berpikir Kritis", *Edisi Khusus*, 2 (Agustus 2011), 148.

³³ Martinis, Yamin & Bansu I. Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa*, (Ciputat: Referensi (GP Press Group), 2012), 84.

manipulate ideas before they put into writing and it can help students in gathering and developing ideas through structured conversation.³⁴

Hopefully, through Think-Talk-Write strategy, students can improve their writing. Because, basically Think-Talk-Write strategy is built through thinking, speaking (talking), and writing.

1. Thinking. This activity can be seen from the process of reading text or watching the picture then students create notes from what they read or watch. From their notes, students can differentiate and concentrate idea in the text or picture then they translate in their own language. One of the benefit of this process is creating notes will be integral part in study setting.
2. Talking. Talking is communication using their own language that they understand. This phase in strategy allows students to be skilled at speaking (talking). Communication can help collaboration and increase learning activity in the class. Talking can give chance to students to construct their idea that will be presented.
3. Writing. It writes the result of discussion in worksheet that has been prepared. Writing is constructing idea after discussion with their friends then they present trough written. It can realize the aim of learning that is comprehension of students about the lesson that has

³⁴ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, 218.

been learnt. This activity can help students in making relation and allow teacher to see development of student's concept.³⁵

From that statement, students are hoped easier to explore their idea to write and indirectly they are not only learning writing but also learning speaking.

The advantages and disadvantages of think talk write are:

1. Advantages.

- a) The advantages of Think-Talk-Write strategy is to sharpen the entire visual thinking skills.
- b) Develop a meaningful solution in order to understand the teaching materials.
- c) Can develop critical and creative thinking skills of students
- d) By interact and discuss with the group will engage students actively in learning.
- e) Allowing the students to think and communicate with friends, teachers, and even with themselves.

2. Disadvantages.

When students work in group, they are easy to lose the ability and confidence, because dominated by affluent students, and Teachers

³⁵ Martinis, Yamin & Bansu I. Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa*, 87-88.

should really prepare all media to mature in order to implement Think-Talk-Write.³⁶

b. Procedures of Think Talk Write Strategy

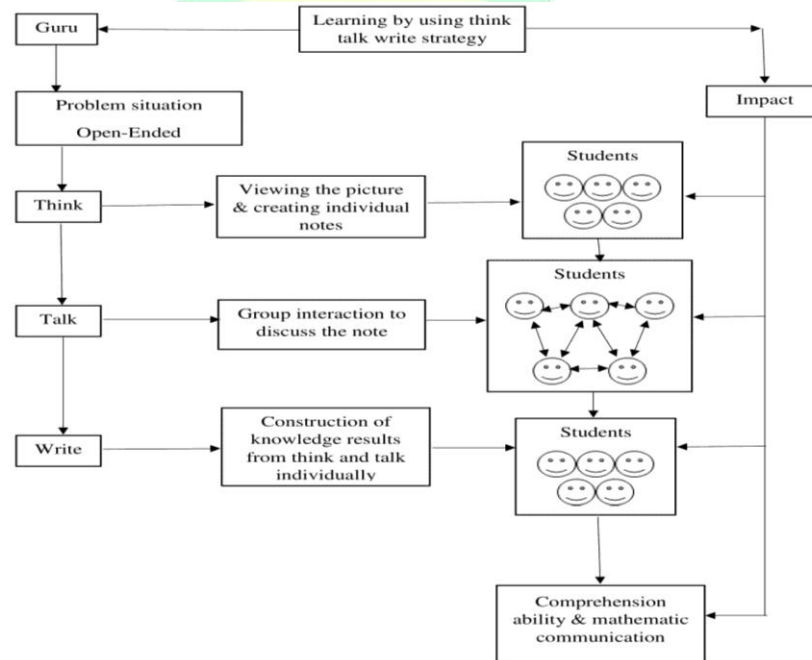
According to Silver and Smith (in Yohana Faulina Tambunan) there are series that should be follow in setting up Think-Talk-Write Strategy.

1. The teachers decided classroom into several groups. In group consist of 4-5 students.
2. Teachers explain about Descriptive paragraph and giving the picture. (Generic structure and Languages Features).
3. The teacher divides the text relating to students' daily environment. Example: animals.
4. Students look and understand what the pictures about and make notes individually small (think). Each student in group retells about the text with individually, what they think about town square of Ponorogo, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.

³⁶ Pradita Marlia Ajiz, "The Influence of Think-Talk-Write (TTW) Strategy toward Students' Writing Skill on Recount Text (An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta in the Academic Year of 2015/2016)," (Thesis, UIN Walisongo, 2016), 27.

5. Students discuss with friends in groups to discuss the contents of the note they made (talk). In this activity, Students discuss the results of a collection of ideas that they make in individually in the note about everything in town square. Example of a small note from a student in group: stage of town square is in south side.
6. After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).
7. The final activity the Students write down the descriptive paragraph that they make in a paper and from each group presentation their answer.³⁷

³⁷ Ratna Prasasti Suminar Giska Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text", *PERSPEKTIVE*, 2, (May 2015).

2.1 diagram of design teaching learning process of TTW³⁸

B. Previous Research Findings

There are some researchers had conducted the research of think talk write strategy. First thesis is entitled “The Use of Think Talk Write Technique to Improve Students’ Creative Writing Skills in Narrative Text (A Classroom Action Research in the Eight Grade Students of MTs Abadiyah Gabus, Pati in the Academic Year 2015/2016)”. The objective of the research is to know the implementation of Think Talk Write

³⁸ Martinis, Yamin & Bansu I. Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa*, 89.

Technique to improve students' creative writing skill in narrative and the improvement of students' engagement in creative writing skill in narrative after being taught by using Think Talk Write Technique.

This thesis used A Classroom Action Research and the result of this thesis showed that the student's achievement in writing narrative text was improved through teaching narrative text by using Think Talk Write Technique and also the students' engagement in the learning process increased significantly.³⁹

The second research is entitled "The Influence Of Think-Talk-Write (TTW) Strategy Toward Students' Writing Skill On Recount Text (An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta in the Academic Year of 2015/2016)". The objectiveness of the research was to find out the influence of using Think-Talk-Write (TTW) strategy toward students' writing skills in Recount text, eighth Grade of SMP Muhammadiyah 7 YOGYAKARTA in the Academic year of 2015/2016.

The researcher used experimental research design. The finding of research was the researcher gave pre-test on 12th October 2015 in experimental and control class. After giving pre-test, the researcher determined the materials and lesson plans of learning activities. Pre-test was conducted to both classes to know that two classes were normal and homogeneous. Then the researcher conducted conventional and experimental teaching on 13th and 22th October 2015. Control

³⁹ Puji Lestari, "The Use of Think Talk Write Technique to Improve Students' Creative Writing Skills in Narrative Text (A Classroom Action Research in the Eight Grade Students of MTs Abadiyah Gabus, Pati in the Academic Year 2015/2016)," (Thesis, UIN Walisongo, Semarang, 2015), 4 & 47.

class was taught by using conventional method and the experimental class by using Think-Talk-Write and the last the researcher gave post-test which approximately finished on 80 minutes. The researcher gave post-test on 2 and 3 November 2015.⁴⁰

The last research was entitled “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)” and the objective of the study was to describe the implementation of think-talk-write in narrative texts writing and the improvement of the students motivation after being taught think-talk-write strategy.

Researcher used a classroom action research. Based on the result of the research presented, the conclusion is summarized as follows; the students of class X IPA 3 in SMA N 3 Sragen had difficulties in writing narrative texts. It had been known when the researcher observed the students and the teacher was in the classroom; the students became more active in learning English.⁴¹

Based on those research, researcher finds the similarity and differences between previous research findings and this research. The similarity was either previous studies or this research use think talk write strategy in teaching writing

⁴⁰ Pradita Marlia Ajiz, “The Influence of Think-Talk-Write (TTW) Strategy toward Students’ Writing Skill on Recount Text (An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta in the Academic Year of 2015/2016),” (Thesis, UIN Walisongo, 2016), 7 & 53.

⁴¹ 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, UN Semarang, 2015), 5&71.

skill and the differences were previous studies focused on narrative and recount text, whereas this research focus on descriptive text. The researcher chose participant in SMK KI Fathul Muna Sambit because teacher had good strategy to teach English but the students still did not interest to learn English especially in writing.

C. Theoretical Framework

Theoretical framework is a concept in the proposal about how the theorist can be related with the factors which are identified as an important problems. The proposal has a quantitative research, which is explaining bellow. Theorist' description are:

X= Think Talk Write Strategy

Y= Student's Writing skill

Based on theoretical analysis above that think talk write strategy can play role in the student's writing skill.

D. Hypothesis

Based on the theory above, the researcher proposed the hypothesis of this study that by using Think Talk Write strategy is significant on students' writing skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses methodology that was used by researcher in the research. It dealt with the research design, population and sample, instruments of data collection, technique of data collection, and technique of data analysis.

A. RESEARCH DESIGN

This type of research was quantitative that applied experimental research. It was the only type of research that can test hypothesis to establish cause-effect relations. Jhoda had said that experimental is a method of testing hypothesis and Green Wood had said that experiment is a mean of providing the hypothesis whereby the causal relations between two facts is studied.⁴² In this research, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables.⁴³ The researcher used pre-experimental research. With this design, the researcher studied a single group and provides intervention during the experiment. It does not have a control group to compare with the experimental group.⁴⁴ It had pretest (O1), exposed to a treatment

⁴² Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, (Romania: Bridge Center, 2015), 90.

⁴³ L. R. Gay, et al., *Educational Research Competencies for Analysis and Applications*, (New York: Pearson, 2012), 250.

⁴⁴ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (Los Angeles: Sage, 2009), 158.

(X), and that was post-test (O2). The success of the treatment was determined by comparing pretest and posttest score.

According to John, the design of the research was as below:

Group A O1-----X-----O2

O1 : student's skill on writing descriptive text before taught using thin talk write strategy.

X : writing to strategy treatment

O2 : student's skill on writing descriptive text after taught using thin talk write strategy.⁴⁵

The procedure of pre-experimental research that use one group pre-test and post-test design in this study are described:

1. Administering pre-test (O1) with a purpose of measuring student's writing descriptive text skill before playing treatment.
2. Applying experimental treatment on teaching writing descriptive text by using think talk write strategy (X).
3. Administering post-test (O2) with a purpose of measuring student's writing descriptive text skill after playing treatment.

In this study, researcher wanted to know the effectiveness of student's writing skill in descriptive text of the tenth grade of SMK KI Fathul Muna Sambit. The effectiveness was known after finding out the significance between the student's

⁴⁵ Ibid, 160.

writing skill before being taught using think talk write strategy and those are taught after using think talk write strategy by comparing pre-test and post-test score.

B. POPULATION AND SAMPLE

Population is all of object or subject that is in any area and it completes specific condition that has relation with research problem or all of unit which is in scope to be studied.⁴⁶ By target population, also called universe, we mean all the members of a real or hypothetical set of people, events or objects to which we wish to generalize the results of our research.⁴⁷ Population of this research was all students at tenth grade SMK KI Fathul Muna Sambit and they consisted 31 students.

A sample can be defined as a finite part of a statistical population whose properties were used to make estimates about population as a whole. A sample was a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or sub-set of the objects or individuals of population which is selected for the express purpose of representing the population.⁴⁸ Because the population was 31 students, so the researcher used all of students to be sample. That case can be called population sampling. It is the

⁴⁶ Nanang Martono, *Metode Penelitian Kuantitatif*, (PT Raja Grafindo Persada: Jakarta, 2011), 74.

⁴⁷ Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 41.

⁴⁸ Ibid, 43.

technique of determining the sample when all the member of population is used as a sample. This sample is during used if the population is less 30 or research that will conduct generalization by small mistake. In another word, saturated sample is the census sample where all the members of population are become sample.⁴⁹

C. INSTRUMENT OF DATA COLLECTION

In this research, researcher used instrument test. In the simple term, test is a method of measuring a person's ability, knowledge, or performance in a given domain. A well-constructed test is an instrument that provides an accurate measure of the test-taker ability within a particular domain.⁵⁰ There were two kinds of test in this study that were pre-test and post-test. Pre-test was focused to measure the student's skill in writing before treatment was given, while post-test was to measure the student's writing skill after the treatment was given. The researcher subjected both pre-test and post-test as follows:

1. Pre-test

As stated previously, the researcher administrated pre-test before the treatment is given. It was done on Tuesday, February 27th 2018. Researcher came to the class and explained the material about writing descriptive text then she told to the students what they had to do next. In this meeting

⁴⁹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*, (Bandung: Alfabeta, 2015), 125.

⁵⁰ H.Douglas Brown, *Language Assessment: Principle and Classroom Practices*3.

researcher asked the students to write paragraph in descriptive text based on the topic that had been learnt (describe about elephant). The aim of administering pre-test was to get information before the experimental is conducted.

2. Treatment

After pre-test, the researcher gave treatment to the students. It applied on March 20th and 27th 2018. Researcher applied the treatment of writing skill by using think talk write strategy with the theme was describing animal (Kangaroo) and human. In other word the students looked for information from the picture and described it in paragraph.

a. Pre-writing activity

In this phase, the researcher introduced and explained the material about the text that was going to be discussed that is descriptive text. Researcher explained about the content of descriptive and tenses that will use in descriptive. Then she gave example animal picture that was lion and she also made descriptive text about the lion.

b. Whiles-writing activity

In this step, researcher asked students to make group that had 4-5 members. Next researcher gave a new picture to each group and asked all of member to get information from this picture. They can make note to sign important information that they were gotten. After that activity, she

asked students to discuss and share about their own opinion and information from the picture. The last step was researcher asked each student to make descriptive text based on the picture.

c. Post-writing activity

Post writing activity was instructional activity that the students and teacher did after writing takes places. In this step post question, feedback and whole discussion were conducted.

Researcher asked students to make group that had 4-5 members. Then each group was given the picture that will be described. Researcher asked each group member to pay attention and get information from the picture. Next activity was asked group member to discuss and share information about the picture and the last activity was each group member had to make paragraph in descriptive text based on the picture that will be learnt.

3. Post-test

The last method that was used to collect data was administering post-test. It did on Tuesday, April 3rd 2018. The post-test in writing skill, researcher did after giving the treatment in experimental research or after teaching writing by using think talk write strategy. The aim of administering post-test in this study was to observe and measure any changed of the students writing skill after being taught by using think talk write strategy. Post-test had

done to get writing score of students after doing the treatment. Furthermore, the scoring for the test was based on the rating scale scoring rubric.

Table 3.1

Research Time

Date	Activities
February, 20 th 2018	The researcher came to school and asked permission from principle to conduct the research toward the headmaster of SMK KI Fathul Muna Sambit and the researcher conducted to observe and discuss with the English teacher about students, syllabus, lesson plan and material that will be used.
February, 27 th 2018	The researcher gave pre-test in the class
March, 20 th 2018	The researcher gave first treatment by think talk write strategy
March, 27 th 2018	The researcher gave second treatment by think talk write strategy
April, 3 rd 2018	The researcher gave post-test in the class

H.D. Brown stated that, there are five major items or categories in analytic scoring writing test, namely content, organization, vocabulary, language in use or grammar, and mechanic.⁵¹

1. Content is the substance of writing, ideas expressed.
2. Organization is the organization of the content.
3. Vocabulary is the choice of words, structure and Lexical items to give particular tone a flavor the writing.
4. Grammar is the employing grammatical and Syntactic forms.
5. The last is mechanic that is the use of graphic convention of the language.

Table 3.2

Items or Categories in Analytic Scoring Writing Test

	20-18	17-15	14-12	11-6	5-1
	Excellent to good	Good to adequate	Adequate to fair	Unacceptable -not	College-level work
Organization: introduction, body, and conclusion	Appropriate title, effective introductory paragraph, topic is	Adequate title, introduction, and conclusion; body of essay	Mediocre or scant introduction or conclusion; problems	Shaky or minimally recognizable introduction; organization can barely be	Absence of introduction or conclusion; no apparent organization

⁵¹ Ibid, 246.

	<p>stated, leads to body: translational expressions used: arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and completed.</p>	<p>is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but translational expressions may be absent or misused.</p>	<p>with the order of ideas in body; the generalizations may not be fully supported by the evidence given; organization interfere</p>	<p>seen; severe problems with ordering of ideas' lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization</p>	<p>of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)</p>
Logical developme	Essay addresses the	Essay addresses the	Development of ideas not	Ideas incomplete;	Essay is completely

<p>nt of ideas: content</p>	<p>assigned topic; the ideas are concrete and thoroughly developed; not extraneous material essayreflect thought.</p>	<p>issues but misses some points; ideas could be more fully developed; some extraneous material is present</p>	<p>complete or essay is somewhat off the topic; paragraphs aren't divided exactly right</p>	<p>essay does not reflect careful thinking ar was hurrirdly written; inadequate effort in area of content</p>	<p>inadequate and does not reflect college- level work; no apparent affort to consider the topic carefully</p>
<p>Grammar</p>	<p>Native-like fluency in english garmmar; correct use of relative clauses, preposition, model, articles,</p>	<p>Advanced proficiency in english grammar; some grammar problems don't influence communicatio</p>	<p>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on</p>	<p>Nomerous serious grammar problems interfere with communicati on of the writer's ideas; grammar</p>	<p>Several grammar problems interfere greatly with the message; reader can't undrstand what the</p>

	verbal form and tense sequencing; no fragments or run-on sentences	n, although the reader is aware of them; no fragment or un-on sentence	communicati on; run-on sentence or fragments present	review of some areas clearly needed; difficult to read sentences	writer was trying to say; unintelligi ble sentence structure
Punctuatio n, spelling, and mechanics	Corect use of english writing conversatio ns; left and right margins, all needed capitals, paragraphs indented, puctuation and spelling;	Some problems with writing conversation or punctuation; occasional spelling errors; left margin correct; papers is neat and legible	Uses general writing conversation s but has errors; spelling problems distract reader; puctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to aducated readers	Complete disregard for englis conversatio ns; paper illegible; obvious capitals missing, on margins, severe spelling problems

	very neat				
Style and quality of expression	Precise vocabulary usege' use of parrallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise	Some vocabulary misused; lacjs awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriat e use of vocabulary' no concept of register or sentence variety

The good instrument has to meet two requirements, there are validity and reliability.

1. Validity Test

Validity means that the extent to which inferences made from assessment result are appropriate, meaningful and useful in terms of the purpose of the assessment.⁵² Validity is important consideration in developing and evaluating measuring instrument and reliability is the consistency of the test. Validity test is done to know the validity level of instrument that is used.⁵³

⁵² Ibid, 22.

⁵³ Iskandarwassid & Dadang Suhendar, *Strategi Pembelajaran Bahasa*, (Bandung: Remaja Rosdakarya, 2008), 184.

In this study, the researcher used SPSS 16 version to measure the validity. The analyzed was used to find out the r_{xy} , then consulted with r_{table} with 5% significance level for product moment with df or db is $n-r$; $28-2=26$. The r_{table} was 0,374. If the value of r_{xy} was higher than the value of r_{table} , it indicated that the item was valid. If the value of r_{xy} was lower than the value of r_{table} , it indicated that the item was invalid.

To test validity and reliability of the instrument, the researcher took sample of 28 respondents in tenth grade of MA Hasan Munadi Badegan Ponorogo. Writing scoring rubric likes; content, organization, vocabularies, grammar and mechanics. So researcher calculated the validity test from five scoring rubrics of writing. From of result the test validity and instrument and all questions or scoring rubric was valid.

From the calculation item validity instrument, could be concluded as follow:

Table 3.3

Recapitulation Test Item Validity

Item's Name	r' arithmetic	r' table	Explanation
Content	0,775	0,375	Valid
Organization	0,819	0,375	Valid
Vocabularies	0,448	0,375	Valid
Grammar	0,656	0,375	Valid

Mechanic	0,529	0,375	Valid
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Based on the table above, among five items, there were contents, organizations, vocabularies, grammars dan mechanics were valid. So, researcher used all of item for collecting data.

2. Reliability Test

A reliable test is a consistent and dependable.⁵⁴ If people give the same test to student or matched students on two different occasion, the test should yield similar result.⁵⁵ It referred to the degree of dependently and consistency of test score.

In this research, the reliability of the test was measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 16 version. Thus, if the obtained score was higher than the table r-score, it could be said that the test was reliable. The calculation of reliability show as follows:

Table 3.4
Reliability Statistics

Cronbach's Alpha	N of Items
.636	5

⁵⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 159.

⁵⁵ H.Douglas Brown, *Language Assessment: Principle and Classroom Practices*, 20.

The calculation result of reliability was the value of the students reliability instrument was 0,636. Then the value of reliability is consulted with “ r ” table on the significance level of 5%. The value of “ r ” table was 0,374. Because of the value of the “ r ” index of reliability (0,636) < “ r ” table (0,374), so the test was reliable.

Other interpretation of reliability instrument, r value could be obtained as follows:

Table 3.5
Reliability Interpretation

The value of r	Interpretation
0,80 – 1,00	High
0,60 – 0,80	Enough
0,40 – 0,60	Rather Low
0,20 – 0,40	Low
0,00 – 0,20	Very Low

Based on the table above, the test was enough reliable.

D. TECHNIQUE OF DATA COLLECTION

Data collection is a systematical and standard procedure is used to collect the data. A method of collecting data used in the research states writing test was a set of exercise or other instrument and documentation.

1. Test

Definition of test if it is related by implementation of the learning process in the class, test is tool that is used by teacher to get information about students success in understanding the lesson that has been given by the teacher.⁵⁶ Researcher used two kinds of test those are pre-test and post-test. The researcher gave writing test to know how the better the students master writing test before and after being taught by using think talk write strategy.

On February, 20th 2018, researcher came to the school and asked permission from the principal to conduct research toward to headmaster of SMK KI Fathul Muna Sambit. The researcher conducted preliminary observed toward the students in teaching writing. She also conducted to observe and discuss with the English teacher of SMK KI Fathul Muna about syllabus, lesson plan, worksheet and material that was used.

On February, 27th 2018, the researcher introduced herself as the English teacher and gave the pre-test then used worksheet as a source in teaching and learning writing. She gave the pre-test for the students to make paragraph in descriptive text about elephant.

⁵⁶ Ibid, 180.

On March, 27th 2018, the researcher gave first treatment to the students by think talk write strategy. On March, 30th 2018, she gave the second treatment that was relevant with the teaching learning. On February 20th 2018 researcher gave the last treatment.

On April, 3rd 2018 researcher did the last test that was post-test. She asked students to make paragraph in descriptive about home.

2. Documentation

Documentation technique is used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper.⁵⁷ In this research, documentation was used to object research such as students name list to be used in determining for data of the experimental and student's score of the test. Furthermore researcher used this technique to know the school profile for research document.

E. TECHNIQUE OF DATA ANALYSIS

1. Assumption Test

After the test was given to students in pre and posttest, it should be tested. The researcher analyzed the result from the test by assumption test that was normality.

⁵⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rienilka Cipta, 2002), 158.

Normality test is to determine whether the population data is normally distributed or not.⁵⁸ It calculated using SPSS 16 version.

2. Hypothesis Test

In order to know whether there is significant score in writing before and after being taught by using think talk write strategy, the data are analyzed statistically. The researcher analyzes data by using independent sample T-Test from SPSS 16 version.

Ho = variance population identical

Ha = variance population non identical

Ho is accepted if probabilities $>0,05$ there is no significant score in writing before and after being taught by using think talk write strategy to the tenth grade at SMK KI Fathul Muna Sambit.

Ha is rejected if probabilities $<0,05$ there is significant score in writing skill before and after being taught by the researcher using think talk write strategy to the tenth grade at SMK KI Fathul Muna Sambit.

⁵⁸ Sofyan Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta; Bumi Aksara, 2014), 153.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, the researcher discusses specific findings based on statement of the problem. The result of the researcher was taken from the result of students' test at SMK KI Fathul Muna Sambit Ponorogo.

A. Data Description

The purpose of this research was to identify whether and to what extent think talk write strategy could improve students' writing skill. The research was done at the tenth grade of SMK KI Fathul Muna Sambit Ponorogo.

1. Procedure of Experiment

This research used experiment from the tenth grade students who were consist of 31 students.

Firstly, the researcher gave pre-test to the students to make them in some condition and to know how deep their skill on wriitng before beginning the research. It was done for about 60 minutes. It was held on February, 27th 2018.

Secondly, the first treatment using think talk write strategy was held on March, 20th 2018. The material was descriptive text about animals. The students should apply think talk write strategy in wriitng descriptive text.

The third was the second treatment that was held on March, 27th 2018. The material was still descriptive text about human.

The last was post-test. It was held on April, 3rd 2018. It was used to measure whether the think talk write strategy was succeeded or not in students' writing skill.

The pre-test and post-test took descriptive text about animals, human, and environment. The writing test was constructed based on the indicators and the material which were suitable with the themes and sub themes suggested in English book for the tenth grade of senior high school. The pre-test and post-test were writing test which should have some criterias based on the rubrics items such as content was 30% (7-3), organization was 20% (5-2), vocabularies was 20% (5-2), grammar was 15% (5-2) and mechanic was 5% (3-1). Total score from those rubrics were 100.

Think talk write was strategy which was never applied for the students in teaching and learning process. This strategy made the students enjoyed in writing learning and teaching process and it could improve students' ideas in writing because this strategy was applied with group. When pre-test was done, most of student did not enjoy the class and they were difficult to get ideas in writing.

This research needed much time to introduce, to apply and to solve the problem in writing class. So, the students could more active, enjoy and be easier to get idea in writing with the strategy.

2. The Result

The population of this research was the tenth grade students of SMK KI Fathul Muna Ponorogo in academic year 2017/2018. The sample of this research was also all of population that was consisted of 31 students.

a. Data of the students' writing skill who were taught without using think talk write.

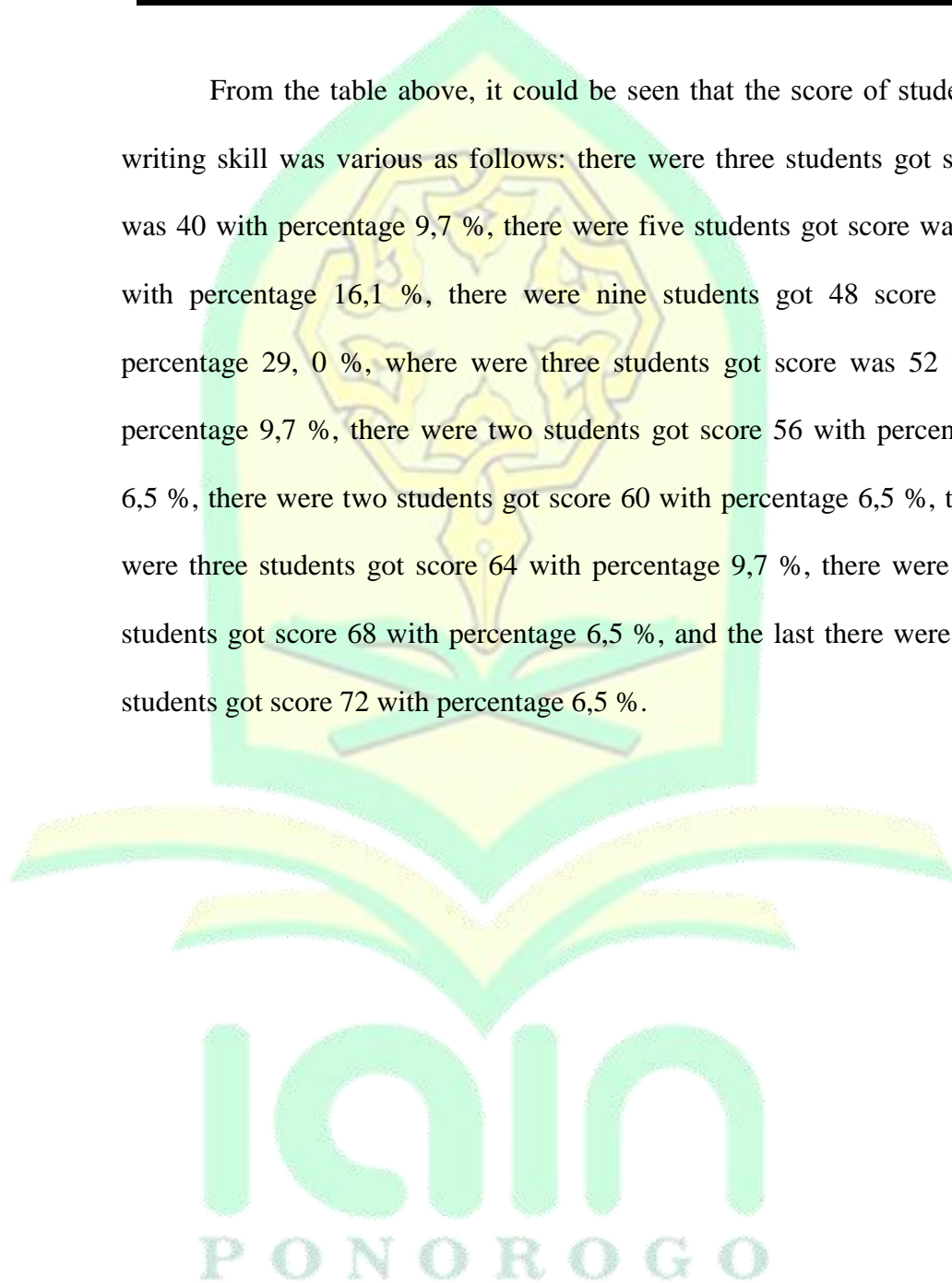
The score of students' writing skill before they were taught using think talk write strategy was at appendix. The conclusion of student's score in writing was the highest score was 72 and the lowest was 40. The mean score of pre-test was 52,65. The result of pre-test students' writing skill could be seen clearly on the following table.

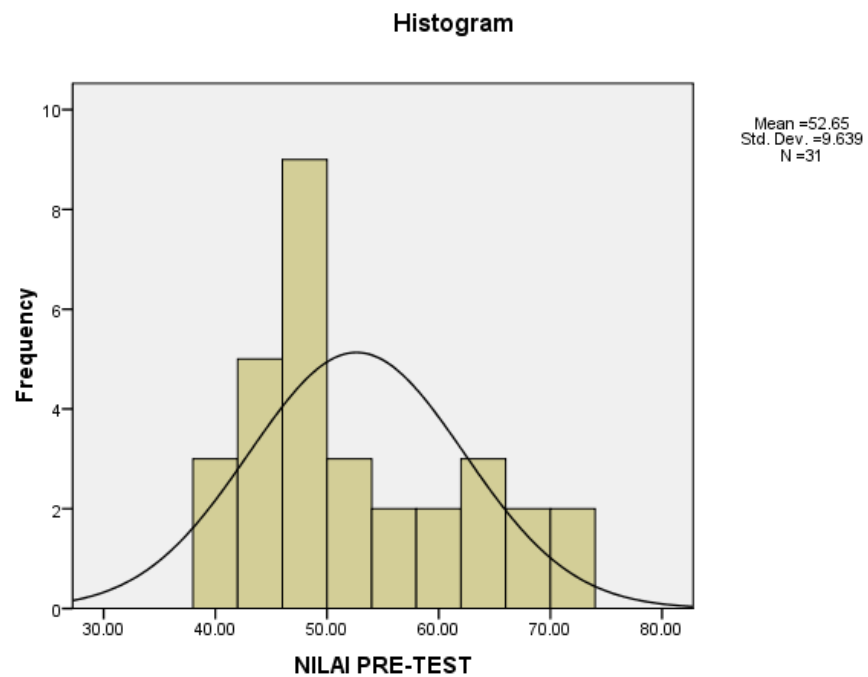
Table 4.1
Frequency Distribution of Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	3	9.7	9.7	9.7
44	5	16.1	16.1	25.8
48	9	29.0	29.0	54.8
52	3	9.7	9.7	64.5
56	2	6.5	6.5	71.0
60	2	6.5	6.5	77.4
64	3	9.7	9.7	87.1
68	2	6.5	6.5	93.5

72	2	6.5	6.5	100.0
Total	31	100.0	100.0	

From the table above, it could be seen that the score of students' writing skill was various as follows: there were three students got score was 40 with percentage 9,7 %, there were five students got score was 44 with percentage 16,1 %, there were nine students got 48 score with percentage 29, 0 %, where were three students got score was 52 with percentage 9,7 %, there were two students got score 56 with percentage 6,5 %, there were two students got score 60 with percentage 6,5 %, there were three students got score 64 with percentage 9,7 %, there were two students got score 68 with percentage 6,5 %, and the last there were two students got score 72 with percentage 6,5 %.





4.1 Histogram of students' pre-test who were taught without using think talk write strategy.

From the histogram above, it is stated Mean=52,65 and SD=9,639. To determine the category of the students' writing skill score was good, medium or low, the researcher grouped scores using the standard as follows:

- a. More than $M + SD$ ($52,65 + 9,639 = 62,29$) was categorized into good
- b. Between $M - SD$ to $M + SD$ is categorized into medium.
- c. Less than $M - SD$ ($52,65 - 9,639 = 43,01$) was categorized into low.

Thus it could be seen that the scores which were more than 62,29 was considered into good, the score between 43-62 was categorized into medium, while the scores which were less than 43,01 was categorized into low. That categorization could be seen clearly in the following:

Table 4.2
The Categorization of Students' Pre-Test

No	Score	Frequency	Percentage	Category
1	More Than 62	7	22,6%	Good
2	Between 43-62	21	67,7%	Medium
3	Less Than 43	3	9,7%	Low
	Total	31	100%	

From the table above, it could be seen that the score of students' writing skill in pre-test showed that 22,6% in the good category, 67,7% in the medium category, and 9,7 % in the low category.

b. Data of the students' writing skill who were taught using think talk write.

The score of students' writing skill before they were taught using think talk write strategy was at appendix. It could be seen that the

highest score was 84 and the lowest was 44. The mean score of post-test was 62,19. The result of pre-test students' writing skill could be seen clearly on the following table.

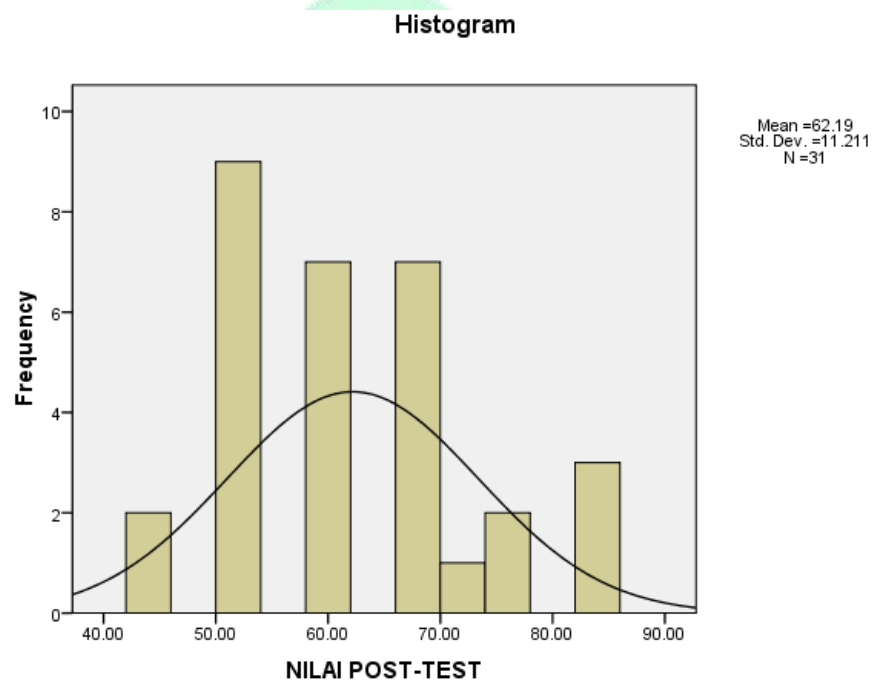
Table 4.3

Frequency Distribution of Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 44	2	6.5	6.5	6.5
52	9	29.0	29.0	35.5
60	7	22.6	22.6	58.1
68	7	22.6	22.6	80.6
72	1	3.2	3.2	83.9
76	2	6.5	6.5	90.3
84	3	9.7	9.7	100.0
Total	31	100.0	100.0	

From the table above, it could be seen that the score of students' writing skill was various as follows: there were two students got score with percentage 6,5 %, there were nine students got score 52 with percentage 29,0 %, there were seven students got score 60 and 68 with percentage 22,6 %, there was one student got score 72 with percentage 3,2 %, there were two students got score 76 with percentage 6,5 %, and

there were three students got score 84 with percentage 9,7 %, the last there were two students got score 86 with percentage 9,7 %.



4.2 Histogram of students' post-test who were taught using think talk write strategy.

From the histogram above, it is stated Mean=62,19 and SD= 11,211. To determine the category of the students' writing skill score was good, medium or low, the researcher grouped scores using the standard as follows:

- d. More than $M + SD$ ($62,19 + 11,211 = 73,4$) was categorized into good
- e. Between $M - SD$ to $M + SD$ is categorized into medium.

f. Less than $M - SD$ ($62,19 - 11,211 = 50,98$) was categorized into low.

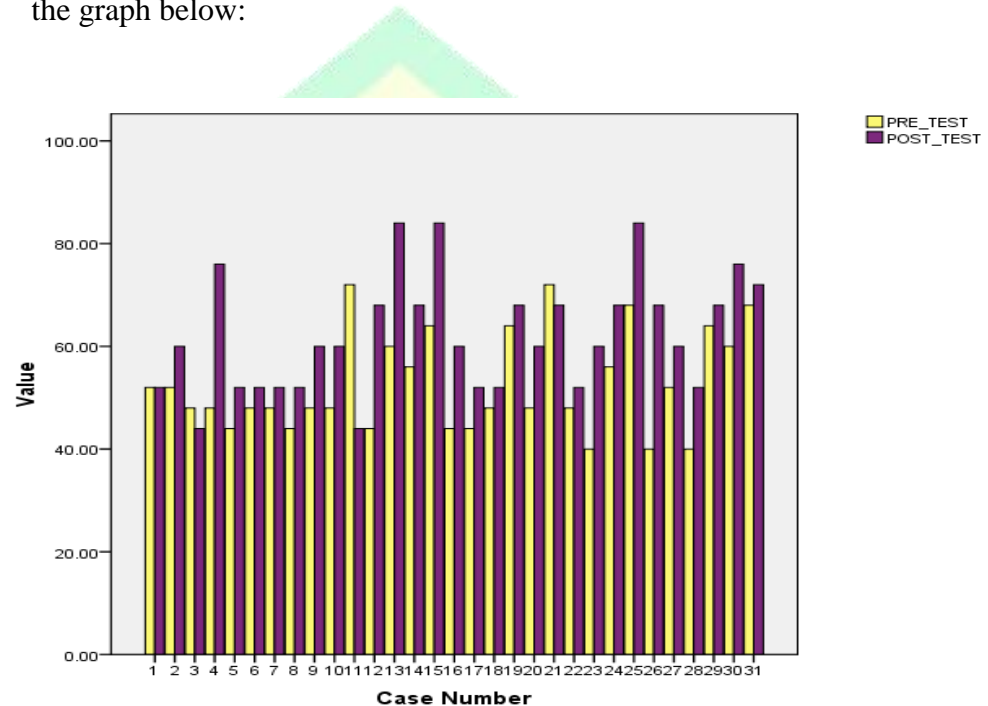
Thus it could be seen that the scores which were more than 73,4 was considered into good, the score between was categorized into medium, while the sores which were less than 50,98 was categorized into low. That categorization could be seen clearly in the following:

Table 4.4
The Categorization of Students' Post-Test

No	Score	Frequency	Percentage	Category
1	More Than 73	5	16,13%	Good
2	Between 50-73	24	77,42%	Medium
3	Less Than 50	2	6,45%	Low
	Total	31	100%	

From the table above, it could be seen that the score of students' writing skill in pre-test showed that 16,13% in the good category, 77,42% in the medium category, and 6,45 % in the low category.

The comparison of pre-test and post-test value could be seen from the graph below:



4.3 Graph of students' comparison value in pre-test and post-test

Based on the graph above, a student got same score in pre and post-test, two students got low score in post-test than in pre-test. It could be occurred because they did not active role when the strategy was done, so they were difficult to increase and explore their idea to write. They were less in writing subject. and the other students got significant score before and after they were taught by using think talk write strategy. They have known how to write well and how to get much ideas when they write.

B. Data Analysis

The data had been collected variables were tested by “t test” comparison formula, which was to find out where there a significant difference between the two variables are required.

1. Normality Test

Normality test is used to find out whether the data was normally distributed or not. In deciding the data was in normal distribution or not, the highest value of significant correction was consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistic was higher than the Kolmogorov-Smirnov table for 5% significance, it could be concluded that the data was not in normal distribution. The value of Kolmogorov Smirnov table for $N = 31$ at 5% is 0,24. In this research, the researcher decided to categorized into $N=31$. So the value of Kolmogorov Smirnov table is 0. 24.⁵⁹

In this research, the research used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 as following:

⁵⁹ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2016), 245.

Table 4.5
One-Sample Kolmogorov-Smirnov Test

		Pre_Test	Post_Test
N		31	31
Normal Parameters ^a	Mean	52.6452	62.1935
	Std. Deviation	9.63863	11.21136
Most Extreme Differences	Absolute	.233	.173
	Positive	.233	.173
	Negative	-.106	-.117
Kolmogorov-Smirnov Z		1.300	.964
Asymp. Sig. (2-tailed)		.068	.310

a. Test distribution is Normal.

His calculation of normality test above was used one-sample Kolmogorov-Smirnov test. That table showed that the D_0 of pre-test was 0.068. It was smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 31 was 0.24. It meant that the data of pre-test was normal and the D_0 of post-test was 0.310. it meant that D_0 was higher than the D_{table} . So that the post-test score wa not normal.

C. Testing Hypothesis

The researcher calculated t-test by using SPSS program to find out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution. Post-test was normal distribution. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

Table 4.6

The Mean Pre-test and Post-test Score of Group Statistics

test_group	N	Mean	Std. Deviation	Std. Error Mean
score_total Post-Test	31	62.1935	11.21136	2.01362
Pre-Test	31	52.6452	9.63863	1.73115

Based on the data in table above, the result of data analyzes showed that the mean score of students' writing skill who were taught using think talk write strategy was 62,19. It was higher than the result of the mean score of students' writing skill who were not taught by think talk write strategy was 52,65.

Table 4.7

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
score_total	.708	.404	3.596	60	.001	9.54839	2.65547	4.23665	14.86013
Equal variances assumed									
Equal variances not assumed			3.596	58.680	.001	9.54839	2.65547	4.23419	14.86259

From the table above, it could be seen that the value of t_{test} was 3,596 and the degree of freedom was 60. The value of significance 5% of t_{table} of $db=60$ was 2.00. To interpret the data above, the researcher formulated the test of hypothesis as follows:

H_0 : There was not significant effect of think talk write on students' writing skill score at the tenth grade of SMK KI Fathul Muna Sambit Ponorogo in academic year 2017/2018.

H_1 : There was significant effect of think talk write on students' writing skill score at the tenth grade of SMK KI Fathul Muna Sambit Ponorogo in academic year 2017/2018.

The research result showed the value of $t_{\text{test}} = 3,596$ and the value of t_{table} with $db=60$ was 2.00. It meant that $3,596 > 2.00$. Therefore, H_0 was rejected and H_a was accepted. It could be concluded that there was any significant difference students score in writing skill before and after being taught by using think talk write strategy.

D. Discussion and Interpretation

Discussion was used to answer the hypothesis that think talk write strategy effective to students' writing skill for the tenth grade of SMK KI Fathul

Muna Sambit Ponorogo. So, the next step was hypothesis test to the data (variable x and y) with interpretation.

This research was conducted to find out the effective teaching strategy, especially in descriptive writing. It had been discussed that think talk write strategy was one of effective strategy which could be applied in writing teaching and learning process. The discussion of this research discussed that think talk write strategy was effective in descriptive writing.

Interpretation was consulted between t_t (t_{table}) and t_0 ($t_{observaton}$). If t_0 was higher than t_t ($t_0 > t_t$), the result H_0 was rejected and H_1 was accepted. If t_0 was smaller than t_t ($t_0 < t_t$) the result H_0 was accepted and H_1 was rejected.

H_0 can be defined $r = 0$. It means nothing positive or negative correlation that is significance between X variable and Y variable whereas H_1 can be defined $r \neq 0$. It can be concluded there is positive or negative correlation that is significance between X variable and Y variable.⁶⁰

⁶⁰ Retno Widyaningrum, *Statistika*, 106.

CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the research conducted.

A. Conclusion

After the researcher conducted the research, she concluded that think talk write strategy was effective in students' writing skill. The effectiveness of students' writing skill could be shown by the following things:

1. Students would be easy to get idea in writing.
2. Students were able to use grammar well in descriptive text.
3. Students were able to arrange descriptive text well.

Think talk write strategy made the students easy to write descriptive text in teaching and learning process. Based on the data calculation of research to the tenth grade students of SMK KI Fathul Muna Sambit Ponorogo in academic year 2017/2018, it could be seen that the students' post-test score was 62,19, while the pre-test score was 52,65. It indicated that the students who had learnt with think talk write strategy got better score than those who did not learn with think talk write strategy.

The conclusion could be seen from the result of statistical calculation in the previous chapter, where value of t_{test} was 3,596 it is higher than t_{table} ($3,596 >$

2.00). From 31 students, 29 students got higher score and 2 students got low score in post-test. When the treatment was occurred, researcher observed that not all of students joined activity well. So when she did the post-test, they did not get better score. From all of explanation, it could be concluded that think talk write strategy was effective in writing skill to the tenth grade students of SMK KI Fathul Muna Sambit Ponorogo in Academic Year 2017/2018.

B. Recommendations

Based on conclusion above, it could be delivered some recommendations that might be useful for English teachers, students, and other researcher, as follows:

1. For the English teacher of SMK KI Fathul Muna Sambit Ponorogo

The teacher should be creative, he or she needs to know the variation of strategy and uses of media that is existed to make effective teaching and learning process especially in writing class. The teacher is hoped making the students become more active in classroom, easy to understand the material which is given, so that it makes students are interested in writing. Think talk write strategy could be one of some strategies which is used in teaching writing. It is effective strategy to increase the students' writing score, and it makes them become active in learning writing.

2. For the tenth grade student of SMK KI Fathul Muna Sambit Ponorogo

Students should be more active and confident in the classroom. They could express their ideas in writing. They understand well grammar and get much vocabularies. Think talk write strategy is expected to make students become relax, active and creative in writing. In addition, this strategy gives opportunity to the students to think aloud in getting idea or content, organization text, dictation, grammar or mechanic in writing.

3. For other researchers

The further researchers who are interested in applying think talk write strategy should understand the steps first. They should be able to guide the students systematically through several steps in order to make them easily to write descriptive text. They also should be able to link each steps of the strategy by giving clear explanations, instruction, example and action. Furthermore, this strategy could be implemented to investigate some other issues from different perspective. For the other or next researcher, this thesis can be a reference for those who would like to continue this research or conduct research with the same case. In addition, due to limitation of time, this research had not been accomplished perfectly so that there were still some weaknesses of it. So, it is expected to the other/next researcher who conducts the same research will accomplish it well.

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