

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Writing is an activity that produces something from mind become meaningful a text of the sentence. It also can be defined as a way to express an ideas or fellings. In order can be a good writer is not easy. Therefore, it takes a lot of practice in writing a text.

Writing is more important than ever. Although hundreds of millions of people are still unable to read and write, it is quite possible that, today, more communication takes place in the written than in the oral mode. It haspurpose not only for media but also giving information.

Writing can be said to be act of forming symbols. There are definitions of writing which is the writer quoted from several experts: Harmer defines states “Writing is frequently useful as preparation for some other activity, in particular

when students write sentence as a preamble to discussion activities”.<sup>1</sup>

According to camridge advanced learner’s Dictionary 3<sup>rd</sup> Edition, creative means producing or using original and unusual ideas. Then, writing is written work such as stories or poems of one person or a group of people. Writing is about an open space that has it own world. There is freedom to share strange ideas of our minds.<sup>2</sup> In addition to the Harmer’s book “When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing.

The English Curriculum, especially at SMPN 3 Gunungsari, it is clearly stated that one of the objectives of the English subject is developing the ability which covers listening, speaking, reading and writing. In fact has shown that the students at SMP N 3 Gunungsari is good in writing essay in Indonesian language but not in English language,

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<sup>1</sup> Jeremy Harmer, *How To Teach English*, (Pearson Education Limited 2007), 33

<sup>2</sup> Cambridge Advance Learner’s Dictionary 3<sup>rd</sup> Edition. an application.

they still have difficulty to arranging words in the text and selection words and the teacher confused for use a method.

From the definition above the researcher concludes that writing is an activity to giving information to others by a message which is written of forming symbols in the text, the researcher was found a new way of teaching writing is by getting them to think funny, talk actively and write their idea with enjoy. Think Talk Write flow starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with his friend before writing.<sup>3</sup>

The process of reading a text that related with the material. Next, students make notes about what they have read. The notes will be read, explained, and discussed in their group. That mention step as students “talk” activity. After finishing discussing in their own group, the students will express the result of discussion in form of written text. This

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<sup>3</sup>Huinker, D. Dan laughlin, C. 1996. Talk You Way into writing. In. P.C Elliot and M.J Kenney (Eds). Years Book 1996. *Communication in mathematic K-12 and Beyond*. USA:NCTM, p.VIII2

step is students' activity in "write". The last activity in Think-Talk-Write (TTW) is writing. So, the researcher conclude that this strategy suitable in teaching writing, especially in writing descriptive text.

Think Talk Write (TTW) was introduced by Huinker and Laughlin. According to Huinker in Zulkmaini (2011) "the Think Talk Write (TTW) strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progress from students engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing."<sup>4</sup>

Think Talk Write teaching is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks. Think Talk Write offers the student an opportunity to do exactly. Think Talk Write as with content based instruction, a

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<sup>4</sup> Zulkmaini, (2011). *Model kooperatif Tipe Think Talk Write (TTW) untuk meningkatkan kemampuan menulis karangan Deskripsi dan Berpikir Kritis*. Universitas pendidikan.

think approach aims to provide learners with a natural content for language use. Thus the researcher used Think Talk Write (TTW) strategy as the strategy of writing. Based on the explanation above, the researcher wants to conduct a research entitled “The Effectiveness Of Think Talk Write To Improve Students Writing Skill On Descriptive Text”

Here, the role of teachers is very important to improve students' writing ability. The teacher should be able to choose a good method that is flexible and tailored to the needs of students in the classroom. So, the learning process can be done well. It is based on what Hyland said that “writing is learned, rather than taught, and the teacher’s best method are flexibility and support.”<sup>5</sup>

Descriptive text is a text which meant to inform readers about something or someone by giving a description about it.

Generic structures of descriptive text are:

- 1.) Identification, which tells about whom or what we want to describe about.

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<sup>5</sup> Hyland, *Teaching and Researching Writing*, (Cambridge University Press, 2002), 7VIII.

2.) Description, which describes about the subject.  
(Ranindhitya, 2014).

From this problems, the researcher think one of the alternative strategies to improve the understanding in English course, to improve the education quality especially in SMP N 3 Gunungsari is to apply Think Talk Write (TTW) as a step to reach a good and meaningful learning environment. In this case, the writer believe that Think Talk Write (TTW) is one of strategy which is appropriate to be applied in this teaching and learning process.

## **B. Formulation of the Research Problem**

In line with the background of the study, the main purpose of this study is to find an effective method in teaching writing. So, the formulated research problem is as follows:

1. What is the TTW strategy for teaching learning in students' writing skill of descriptive text to students' SMP Negeri 3 Gunungsari ?

2. How does teacher apply the TTW strategy in increasing students' writing skill of descriptive text to students' SMP Negeri 3 Gunungsari ?
3. How is the effectiveness of using TTW strategy in increasing students' writing skill of descriptive text to students' SMP Negeri 3 Gunungsari ?

### **C. The Purpose of the Study**

Based on the formulation of the problem, the purpose of the study are;

1. To know the TTW strategy in students' writing skill of descriptive text to students' SMP Negeri 3 Gunungsari ;
2. To describe the TTW strategy in students' writing skill of descriptive text to students' SMP Negeri 3 Gunungsari .
3. To know how the effectiveness of using TTW strategy in students' writing skill of descriptive text to students' SMP Negeri 3 Gunungsari .

#### **D. The Hypothesis**

Based on the background of the study above, the writer submits the hypothesis of the effectiveness of TTW as X variable and without using TTW as Y variable to improve student writing skill. The form of hypothesis as follows:

If  $t_0 < t_{ts}$  :  $H_0$  (hypothesis null) is rejected, it means that is no influence between X variable and Y variable,

If  $t_0 > t_t$  :  $H_a$  (hypothesis alternative) is accepted it means that there is influence between X and Y variable.

#### **E. Significance of the Study**

The results of the study are expected to give contribution for English teacher, student, school, writer and next researcher.

##### 1. The school

It can improve the schools education quality, especially in English improvement.

##### 2. Students

The result of this study can add new experience for the students in learning process especially in writing, it is hoped



that the research can be one of the way to mastering English well.

### 3. English Teachers

It will help the English teacher to choose the appropriate method in teaching learning process especially in writing ability in order to improve students writing ability.

## **F. Definition of the Key Terms**

There are some words that use as key words in this study, here:

1. Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.
2. Think Talk Write Technique is one of technique in teaching writing that used to develop the writing fluently

and to exercise the language before writing it. Huinker and Laughlin stated that Think Talk Write (TTW) Technique builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write.<sup>6</sup>

### **G. Organization of the Study**

The researcher divides it into several chapters and section with the systematic of writing in detail as followed :

Chapter I is the introduction which consist of the explanation of the background of the study, formulation of the research problem, the purpose of the study, the scope of limitation of the study, the significance of research hypothesis of the research and the organization of writing.

Chapter II describes the research theorist. The part contain of literature review which proposed by some expert to support the research and basic for investigating the problem.

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<sup>6</sup>Huinker, D. dan Laughlin, C. 1996. Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond*. USA:NCTM, p. VIII2.

Chapter III is a research procedure. This chapter deal with kind of research, research instrument, data collecting and data analyzing.

Chapter IV is about research finding which consists of description of data, analysis data, and interpretation of data.

Chapter V is conclusion, it's about the researcher gives conclusion and suggestion and information for the readers.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Nature of Writing Skill**

##### **1. Definition of Writing**

Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

There are definitions of writing which is the writer quoted from several experts. Harmer defines states “Writing is frequently useful as preparation for some other activity, in

particular when students write sentence as a preamble to discussion activities”.<sup>7</sup>

In other definition, Marie and Nickerson (1992:4) said “writing is a skill that is acquired through study and practice. It can be said writing compositions are too difficult, so the student’s must be have much practice.”

From the definition above the writer concludes that writing is an activity to giving information to others by a message which is written of forming symbols in the text. Writing is an activity that produces something from mind become meaningful a text of the sentence. It also can be defined as a way to express an ideas or feelings. In order can be a good writer is not easy. Therefore, it takes a lot of practice in writing a text.

When doing the learning process in the classroom, the teacher has an important role toward students. Beside that, Harmer states that there are some roles of the teacher when

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<sup>7</sup>Jeremy Harmer, *How To Teach English*, (Pearson Education Limited 2007), 33.

student are asked to write, the ones that are special important are as follow:

- 1) Motivator: writing task will be motivated the students, creating the right conditions for the generation of ideas.
- 2) Resource: especially during more extended writing task, we should be ready to supply information and language where necessary.
- 3) Feedback provider: teacher should respond positively and encouragingly to the content of what the student have written.<sup>8</sup>

From the Harmer's explanation above, the writer concludes that, the roles of the teacher is very important in the classroom in order students' needs can be met properly. The teacher should be able to become facilitator in the learning activities in the classroom. teachers also should be a motivator to encourage the students' learning ability and most importantly is the teacher could be a source of knowledge for students.

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<sup>8</sup>Jeremy Harmer, *The Practice of English Language*, ( Cambridge: Longman, 2001), 330.

## 2. The Teaching of Writing

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

In teaching of writing, Urquhart and Mciver states that “Teaching writing is unique. It benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise”.<sup>9</sup>

Based on the explanation about teaching writing above, the writer concludes that teaching writing can provide benefits for both teacher and students. When teaching writing text, the teacher should serve the material that accordance with the situation of students. In writing a text, students have

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<sup>9</sup>McIver, Monette and Urquhart, *Teaching Writing: in the Content Areas*. (The USA: Mid-continent Research for Education and Learning, 2005), 2.

to use their intellectual in order what they write has a good result.

To teach writing description text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher's explanation. Based The psycholinguist Eric Lenneberg once noted, in a discussion of "species-specific" human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior.<sup>10</sup>

From the Eric's statement, the writer concludes that both of swimming and writing are culturally specific, learned behavior. It means we learn to swim if there is a body of water available and usually only if someone teach us. We learn to write if we are members of literate society, and usually only if someone teach us.

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<sup>10</sup>Eric Lenneberg, Teaching Writing. 1967:334.



### 3. The Process of Writing

Harmer states, when students are writing-for-writing, we will want to involve them in the process of writing. In the real world, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and the producing a final and satisfactory version.<sup>11</sup>

In other opinion, Brian Tomlinson said, a main reason for writing a coursebook is the desire to produce more effective materials that truly engage learners, are pedagogically sound and have a general appeal beyond the tastes of one individual in his/her own teaching environment. This urge to write could be due to a dislike of current materials or to a simple mismatch between student needs and the materials available.<sup>12</sup>

According to Ann Hogue, good writing is more than just sitting down and “talking” on a piece of paper. Good writing

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<sup>11</sup>Jeremy Harmer, *How To Teach English*, (Pearson Education Limited 2007), 113.

<sup>12</sup>Brian Tomlinson, *Developing Materials For Language Teaching*, (Leeds Metropolitan University), 131.

involves thinking, planning, writing, and revising. You become good writer by always using these steps:

- a) Prewrite to get ideas and organize them.
- b) Write the first draft.
- c) Edit: Check and revise your work.
- d) Write the final copy.<sup>13</sup>

Based on the explanations of some experts above, the writer concludes that there are several processes that must be followed by writer before heading writing a text. First, freewriting. It means write freely about a topic because you are looking for a specific focus. Second, outlining. In an outline, you write down the main points and subpoints in the order in which you plan to write about them. Third, writing and revising drafts. Writing and revising several drafts until you have produced a final copy to hand in. Each time you write a new draft, you will refine and improve your writing.

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<sup>13</sup>Ann Hogue, *First Steps In Academic Writing*, The Longman Academic Writing Series, (Pearson Education, inc), 28.

#### 4. Analytic Scoring Of Writing

Analytic scoring is based on an in-depth analysis of aspects of writing such as focus/organization, elaboration/support/style, and grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. The General Rubric for Analytic Evaluation can be used to score a piece of writing in this way as can the rubrics for specific writing types. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way:<sup>14</sup>

Focus/Organization                      35 points

Elaboration/Support/Style              35 points

Grammar, Usage, and Mechanics 30 points

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<sup>14</sup>Glencoe.McGraw-Hill, *Writing Assessment and Evaluation Rubrics Grade 9*.(Columbus, Ohio), 8.

## 5. Teaching Descriptive Writing

Rather than teach writing using a singular approach (e.g. process writing, rubrics, study of models, collaborative writing, self-regulation strategies, scaffolds, etc.) Employing a variety of experimentally proven strategies (see Reference section).

While your students will experience elements of process writing, study of models, rubrics, collaborative writing, and self-regulation strategies, the guiding instructional approach in this book is called Goals and Progress Feedback (Schunk & Swartz, 1993).<sup>15</sup>

The Goals and Progress Feedback writing approach includes, 1).introducing the writing goal, 2). modeling the writing skill, 3). practicing the skill out of context, 4). using the skill in context, 5). receiving immediate feedback, 6). reteaching and/or extending skill use.

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<sup>15</sup>John Schacter, Ph.D. The Master Teacher Series Descriptive Writing, p.5.

## 6. The Assessing writing

We know the second key component of writing assessment procedures for scoring the written product. The scoring procedures are critical because the scores is ultimately what will be used to make decision and about writer.

Assessing writing is one of the best known and most widely uses analytic scales in ESL was created by Jacobs. In Jacobs scale, script is related on five aspect writing: content, organization, vocabulary, language use, and mechanic.<sup>16</sup>These specific criteria of assessing writing according Jacobs according to English Second Language.

The content is about knowledge of subject, and mostly relevant to the topic. The organization is about fluency expression, ideas clearly started/supported, well organize and complete sequencing. The vocabulary is about effective word/idiom choice and usage, word form mastery and appropriate. The language use is about mastery of sentence construction rules, communication or enough to evaluate.

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<sup>16</sup>Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 116.

Mechanic is about mastery of spelling, punctuation, capitalization, and paragraphing.

From the explanation above, the writer concludes that in assessing writing there are some criteria that will help the teacher to make assessment to the students in learning process and the assessment as a result of students in task in learning process, use task in learning language is very important to measure students ability in learning process. Like the elements of assessment above. Hopefully, the students will make good descriptive text in learning the material.

## **B. Descriptive Text**

### **1. The Definition of Descriptive Text**

Descriptive text is a text which describes person, place mood situation, and etc. In words. Similar to Diane A. Wilbur (1996) said that descriptive writing is to create a

clear picture of impression of person, place or object<sup>17</sup>  
 fred D. White (19VIII6) also said that descriptivr text is  
 drawing in words.<sup>18</sup>

Raninditya defines that “Descriptive text is a text  
 which meant to inform readers about something or  
 someone by giving a description about it.”<sup>19</sup> According to  
 Cahyono, writing Descriptive text is one of the genres in  
 writing texts. It is ones taught by teacher in SMP N 3  
 Gunungsari a descriptive text, in particular, functions to  
 describe people, places, or things by identifying and  
 describing what they look like. In reality, writing,  
 compared to other language skill, is considered as the  
 most difficult and complicated language skill to learn  
 (cited in Cahyono, B.Y. 2009:126).

On the other hand, Mc. Dougal claimed that  
 “Descriptive writing describes an object, place, or person

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<sup>17</sup>Diane A. Wilbur. *Composition: Models And Exercise*, (New York:  
 Harcourt, Brace & World, Inc., 1996), P, 41

<sup>18</sup>Fred D. White, *The Writer's Art...*, p.61.

<sup>19</sup> Raninditya, 2014. *Generic Structure of Descriptive Text and  
 Example*. (On line). (<http://ranindhitya.blogspot.com/2014/03/generic-structure-of-descriptive-text.html>). Retrieved on March 30th 2014.

in a way that creates a vivid impression in the reader's mind, enabling the reader to visualize what is being described, and to feel that the reader very much part of the writer's experience.

From the opinion about Descriptive above, so the writer concludes that the Descriptive text is a text which is describe person, place, mood situation, and etc. It also describes an object that appeal to the sense. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

## **2. The purpose of Descriptive text**

Base on the definition of Descriptive above the purpose of description is to present the reader with a picture of person, subject or setting. Similar to Diane A. Wilbur



(1966) said that the goal of Descriptive writing is to clear picture or impression of person, place or object.<sup>20</sup>

Meanwhile, Fred D. White (19VIII6) said that there are several aims of Descriptive text:

- a. *To see* means to help the reader to see the objects, persons, and sensation you present, as you might guess, description is important for all rhetorical aims not just for expressiveness.
- b. *To explain* means to explain the reader about a subject
- c. *To persuade* means the writer describes something to make readers interest.
- d. *To re-create* means make a reader making something.
- e. *To demonstrate* means the writer wants to demonstrate something to a reader. When the writer describes thawing of Walden pond after a long cold winter is to demonstrate the

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<sup>20</sup>Diane A. Wilbur, *Composition: Models and Exercises...*p.41

animated quality of nature and how its processes are more complex and beautiful than non observers can realize.<sup>21</sup>

### 3. Generic Structure of Description Text

The researcher has been ever reading from several English writing books about generic structure of Descriptive text. Rananditya explains that “Generic structures of Descriptive text are:

1.) Identification, which tells about whom or what we want to describe about;

2.) Description, which describes about the subject.”<sup>22</sup>

According to Mursyid PW, he explains that “The Generic Structure of Descriptive Text consists of identification and description. Identification: Identifies phenomenon to be described. Description: Describes parts, qualities, characteristics, etc.”<sup>23</sup>

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<sup>21</sup>Fred D. White, *the Writer’s Art...*,p.61-62

<sup>22</sup>Raninditya, 2014. *Generic Structure of Descriptive Text and Example*. (On line).

<sup>23</sup> M. Mursyid, PW, *Learning Descriptive Text*, 2011.

Based on the some experts' explanation above, the researcher claims that in generally, the generic structure of Descriptive text consists of two parts, identification and description.

#### **4. Language Features**

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:

- 1) Focus on specific participants (My English teacher, Andini's cat, My favourite place)
- 2) Use of Simple Present Tense
- 3) Use of Simple Past Tense if Extinct.
- 4) Verbs of being and having, 'Relational Processes'. (My mum is really cool, She has long black hair)
- 5) Use of Descriptive adjectives (strong legs, white fangs)

- 6) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
- 7) Use of action verbs 'Material Processes' (It eats grass, It runs fast)
- 8) Use of adverbials to give additional information about behaviour (fast, at tree house)

Use of Figurative language (John is as white as chalk).<sup>24</sup>

### **C. Think-Talk-Write (TTW)**

#### **1. Definition of a Think Talk Write (TTW)**

Think talk write for the first time was introduced by Huinker and Laughlin which they understanding about the learning as a social behavior.<sup>25</sup> Think means using your mind to form opinions, make decisions etc.: talk means say or speak things to give information's; and

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<sup>24</sup> M. Mursyid, PW, *Learning Descriptive Text*, 2011.

<sup>25</sup> Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014) p.21 VIII

write means produce something in written form so that people can read, perform or use it.<sup>26</sup>

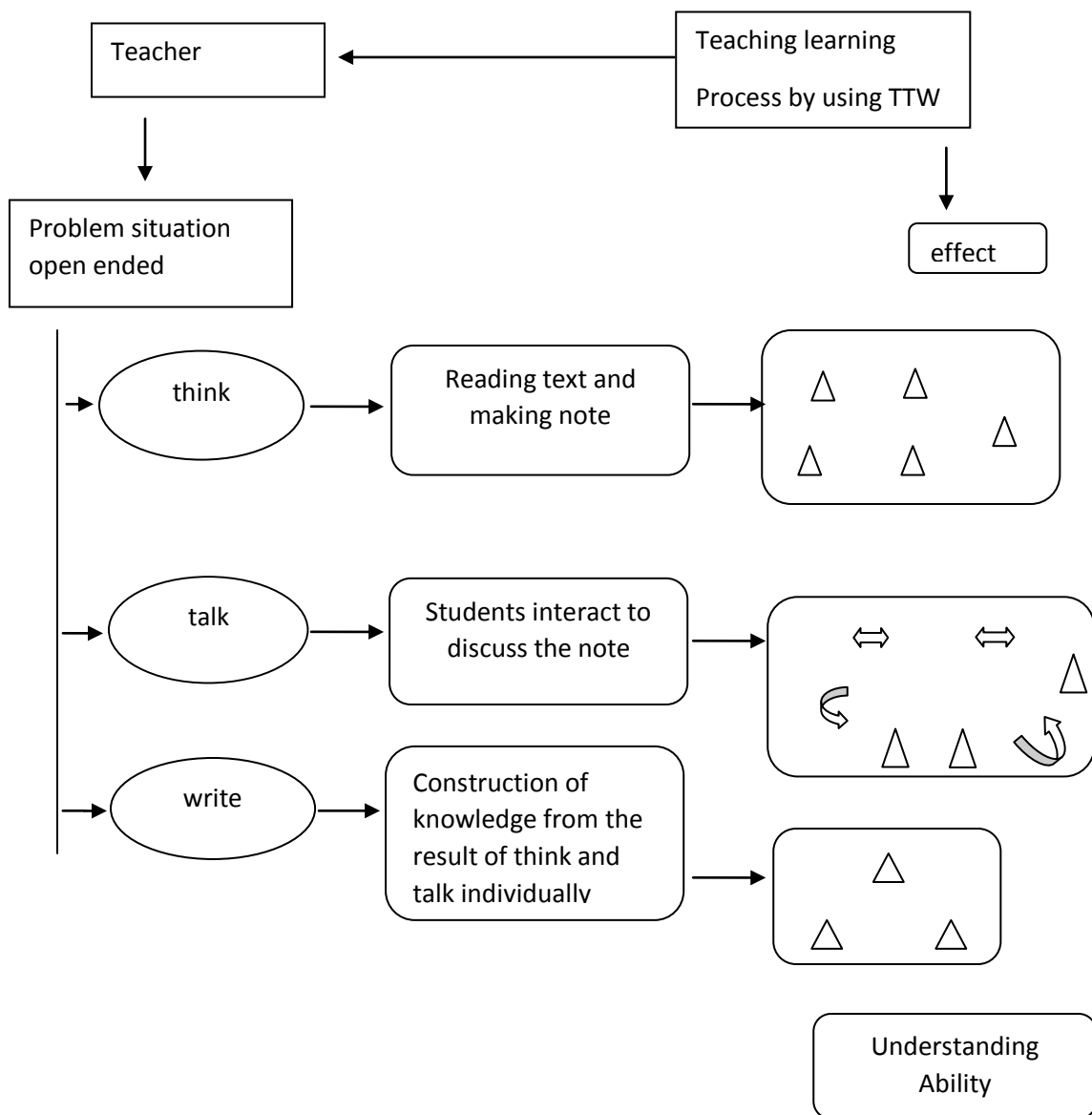
Huinker said that Think Talk Write was basically built through thinking, speaking, and writing. The flow advances of TTW strategy starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with their friend before writing. This atmosphere is more effective if it is done in a heterogeneous group consisting of 3-5 students. In this group, students are asked to read, to make a little note, to explain, to listen, to share with friends, and to express ideas through writing.<sup>27</sup>

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<sup>26</sup>*Oxford Learners Pocket Dictionary, Fourth Edition.* (New York: Oxford University Press, 200VIII) p. 453, 461,516.

<sup>27</sup>jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p. 217.

### Design Teaching Process by Using TTW<sup>28</sup>



<sup>28</sup>Martinis Yamin dan Bansu. I. Antasari, “Taktik Pengembangan Kemampuan Individual Siswa”, (Jakarta : Gaung Persada Press, 200VIII)p. VIII9.

### **Figure 1 design of TTW.**

#### **2. The Use of Think, Talk, Write (TTW)**

A Behaviorist Psychology, Skinner (Skinner, 1957) in John Smith have argued that a young child presented with a stimulus, like the desire for food or a favorite toy, might be provoked to say a word which she had noticed was in some way associated with the desired object.<sup>29</sup>The students needed a stimulus to give a response to their friend's idea. It was the teacher's work to make a conducive and interesting situation that made the students can bring out their sparkling mind to the form of words. There are some crucial things that need to be noticed by the teacher about stimulate the students' response. First is rationale, means an outline of the goals of the method.

Think Talk Write (TTW) is used to develop the writing fluently and exercise the language before

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<sup>29</sup>umanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p.220.

written them. According to Suyatno's statement, this technique is starting with thinking through reading. The result of reading was communicated through presentation or discussion.<sup>30</sup>

### **3. The Procedures of Teaching by Using (TTW)**

Think Talk Write(TTW) is a strategy that facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think Talk WriteStrategy encourages the students to think, talk, and write based on the particular topic. Think Talk WriteStrategy is used to develop the writing fluently and exercise the language before write them.

Think Talk Write technique begin with thinking a passage's information, conclusion or opinion about that, and make a summary of the information in the form of writing. Think in this model was about made a list of

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<sup>30</sup> Suyatno, *Menjelajah Pembelajaran Inovatif*, (Sidoarjo: Mass Media Buana Pustaka, 2009) p.66.



important information of the passage that has been read by the students. They can make a response of that information can be an answer or solution for that.<sup>31</sup>

According to Matthew's opinion, there are four distinct levels of language use that built the language itself. First is word it has a meanings, that sometimes multiple (connotative) or simple and the true meaning (denotative). Second is statement that contains some words in structural arrangement. Third is text which is made up of group of statements. The last is context, which consists of all the elements outside a particular text that make it meaningful.<sup>32</sup>

The researcher uses some related theories which are used as foundation and references that are related to this study and so from all the statements above that Think Talk Write (TTW) helps the students to learn about

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<sup>31</sup>Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p. 217.

<sup>32</sup>Matthew Allen, *Smart Thinking, Skills for Critical Understanding and Writing, Second Edition*, (New York: Oxford University Press, 2004) p.10.

communication with the others, also the process of Think Talk Write flow starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with his friend before writing the result from this research showed that TTW strategy is effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy can minimize the students' difficulties in writing and help the teacher in teaching writing, especially writing descriptive text.

## CHAPTER III

### RESEARCHDESIGN

#### A. The Method of Research

In this research, writer used quasi experiment, it's compare the result of two groups between experimental class and control class. In this chapter, the writer will explain the types of experimental and it's characteristic briefly. First is pre-experiment that may have pre- and -post treatment. Second is quasi experiment used by the writer in this research that has both pre- and post-test, experiment and control groups but no random assignment in the subject and the last is true experiment that also has pre- and post-test experiment with random assignment of subject.<sup>33</sup>

In Experimental research, the researcher's goal is to establish a cause and effect relationship between to phenomena. The researcher aims to establish that one

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<sup>33</sup>David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p.41

variable, the independent variable, causes changes to another variable, the dependent variable.<sup>34</sup>

## **B. Place and Time**

This research was conducted on the second semester in the academic year 2017/2018 for about six meeting from September 18<sup>th</sup> until October 25<sup>th</sup>, 2017. It was conducted in SMP N 3 Gunungsari, which was located on Jl. Leuwiseeng KM.08 Ds. Kaduagung Kec. Gunungsari Kab. Serang.

## **C. Population and Sample**

### **1. Population**

According to Nunan says that “Population as the set of all possible data on the observations recorded by a researcher. In other word population is all the cases, situation, or individuals who shares one or more characteristic.”<sup>35</sup> The population of this research is the VIII grade of SMP N 3 Gunungsari. They

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<sup>34</sup>Donna M. Johnson, *Approaches to research in second language learning*, (Longman:University of Arizona : 1992), p. 165

<sup>35</sup>David Nunan, *Research Method In Language Learning*, 231.

are VIII A and VIII B, with the total population are 50 students.

## 2. Sample

Sample is important because in almost cases, it is not practical to study all the members of population. Nunan state that "Sample is subset of individual or cases from within population."<sup>36</sup>The researcher uses two classes which have 50 students. The first is as Experimental Class and second is as Control Class. The writer chose class VIII A as experimental class that is consist 25 students and class B as control class that is consist 25 students.

### **D. The Research Instrument**

Reserch instrument is for fasilitation that use by researcher to collect the data. Resercher uses test to know the students writing skill. The instrument is a process of selecting or developing device and method appropriate to give evaluation and getting the data. To know the effectiveness of Think Talk Write to improve

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<sup>36</sup>David Nunan, *Research Method In Language Learning*, 232.

students writing skill, the writer give the writing test to the students. Because with this test the writer would like to gives the score of vocabulary, grammar and writing comprehension on writing.

A study using quantitative method usually processed by systematically manipulating its specific variable to test the prediction made by theory informing the study. In this research, the researcher gives two kind of test, there are as follows:

Pre-test: the test that is given to both of control class before giving treatment non communication game as a technique and experiment class before given treatment with Think Talk Write as a technique.

Post-test: the test that is given to both of control class after given the treatment non Think Talk Write as technique and experiment class after given treatment with game as a technique.

#### **E. The Technique Data Collecting**

The researcher uses test as the research instrument. But, in collecting data, the researcher does:

## 1. Test

Test is consist of some question that related to the material, to get the data improvisations of the students, also diagnostic test can be used expose learner difficulties, gaps in their knowledge and skill deficiencies. In this research, the writer will take pre-test and post-test. They are as follow:

### a. Pre-Test

The pretest will conduct one only to experiment and control class, that is conduct in the first meeting in order to know basic of students writing comprehension. The writer will give one topic of Descriptive text and it is about describing someone. The writer analyzes the vocabulary, grammar and writing ability all of the students.

### b. Post-Test

Post test also will conduct once to experiment and control class. The post test will give after treatment. The post test also about the several topics of Descriptive text about person, place and something that then will be describe by the students in writing text.

### c. Questionnaire

Questionnaire is not a sort of questions which has been usually and casually jotted down without any thought. We should think that questionnaire is the important instrument of research, a tool for data collection. It has jobs to do; its function is measurement.<sup>37</sup>

This research is going to have “Group Administered Questionnaire”. Where group administered questionnaire is largely self-explanatory, and is given to groups of respondents assembled together. It means that the writer will separate the questionnaire to the samples in order them to fill and answer it by real.

## **F. The Technique Data Analyzing**

To analyze the data, the target of this research is the comparison between variable VIII And Y. The researcher takes technique of comparison bivariate because have two variable, and uses t-test for analyze data. Before using t-test the researcher to

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<sup>37</sup>Oppenheim, A. N, “Questionnaire Design, Interviewing, and Attitude Measurement; New Edition, (2002) Library Congress. p. 100.



do quantification of data from result of the test is qualified. The researcher uses step as follow:

1. The result of post-test in experiment class is named variable  $X_1$
2. The result of post-test in control class is named variable  $X_2$

After getting data from the Pre-test and Post-test, they are analyzed and processed by using statistic calculation of the t-test formula with significant degree 5% and 1%. The formula as follows:<sup>38</sup>

- a. Determining mean  $X_1$ , with formula:

$$M_1 = \frac{\sum X_1}{N}$$

- b. Determining mean of variable  $X_2$ :

$$M_2 = \frac{\sum X_2}{N}$$

- c. Determining the deviation score variable  $X_1$ :

$$X_1 = X_1 - M_1$$

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<sup>38</sup>AnasSudjono, *PengantarStatistikPendidikan*, (Jakarta: PT. Raja Grafindo Perkasa, 2002), p. 297

d. Determining the deviation score variable  $X_2$ :

$$X_2 = X_2 - M_2$$

e. The conclusion from this research can be seen from the result of the  $t^0$ :

$$t = \frac{M_1 M_2}{\sqrt{\frac{(\sum x_1^2 + \sum y_2^2)(N_2 + N_2)}{(N_1 + N_2 - 2)(N_1 \cdot N_2)}}}$$

$M_1$  : Gained Score of Experimental class

$M_2$  : Gained Score of Control Class

$\sum x_1^2$  : Sum of Square Deviation Score in Experiment Class

$\sum x_2^2$  : Sum of Square Deviation Score in Control Class

$N_1$  : Sample of Students of Experiment Class

$N_2$  : Sample of Students of Control Class

df : Degree of freedom

df :  $N_1 + N_2 - 2$

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of Data**

In this chapter the writer explains the result of the research. The writer will attempt to submit the data as outcomes of research has hold in second grade of SMP Negeri 3 Gunungsari. The writer takes 50 students as a subject this research. It is divided into two classes. They are 25 students from class VIII A as the experimental class and 25 students from class VIII B as the control class.

In experiment class, the researcher use TTW treatment to know the effectiveness of using TTW instudents' writing skill, and in control class the researcher did not use using TTW instudents' writing skill.

To find out the effectiveness of using TTW instudents' writing skill, the researcher uses test, they are pre-test and post-test to measure the students' ability on writing before and after giving the treatment by using TTW. Pre-test was gave to the

students which is aim to knowing students' writing skill before giving the treatment, and the post-test which is aim to knowing students' writing skill after they have given the treatment. The result of post-test in experimental class is named variable ( $X_2$ ) and the result of post-test in control class is named variable ( $Y_2$ ).

Pre-test contains just one topic (essay), which retell student descriptive text about person minimal in 60 words. Students have to describe their experience with recount text. Meanwhile post-test contains 3 t .y) which is choose one of them minimal in 120 words.

The student's score of class VIII A as the experimental class will be described in the following table.

**Table 2.2.**

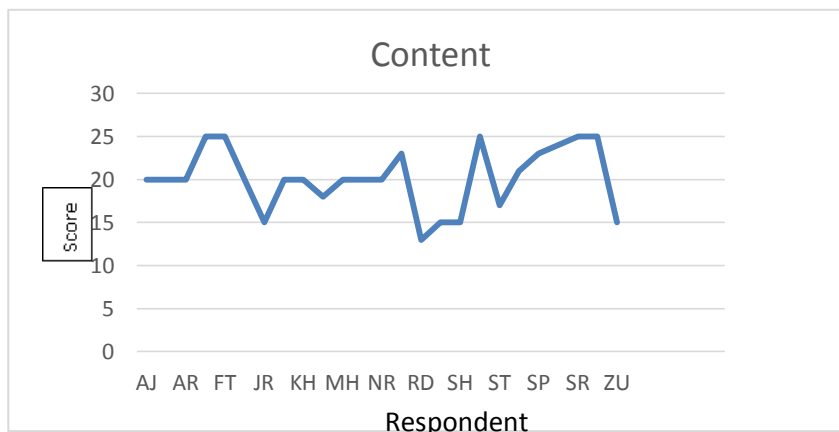
**Result of post-test in experimental class**

No	Nama	Content	Organization	Vocab	Language	Mechanic	Score
1	AJ	20	15	15	15	5	70
2	AL	20	23	20	20	7	90

3	AR	20	15	10	15	10	70
4	EL	25	25	20	15	10	95
5	FT	25	22	16	17	10	80
6	HR	20	15	15	20	10	80
7	JR	15	10	15	20	10	75
8	JH	20	15	15	15	5	70
9	KH	20	17	16	12	10	75
10	MA	18	17	18	15	12	80
11	MH	20	15	15	15	10	75
12	MM	20	10	15	15	10	70
13	NR	20	20	23	18	9	90
14	PM	23	13	15	12	5	75
15	RD	13	15	18	10	4	60
16	SD	15	15	20	15	10	75

17	SH	15	20	15	20	10	80
18	SP	25	20	15	20	10	90
19	ST	17	13	15	13	7	65
20	SJ	21	18	16	17	8	80
21	SP	23	17	18	15	7	80
22	SK	24	18	10	10	8	75
23	SR	25	20	25	18	7	95
24	ZN	25	15	20	23	7	90
25	ZU	15	15	20	15	10	75

After knew the result of the test to make easy to look  
the result, the writer reserved the graphic below:

**Graphic 2.2.**

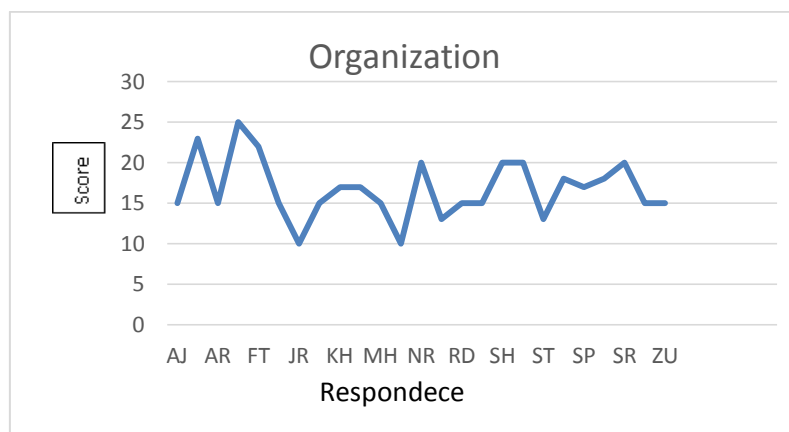
### **Content of post-test in experimental class**

From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **content** is 25. Whereas, the lowest score in **content** is 13. There is student does not show knowledge of subject, non substantive, or not enough to evaluate.

The highest score it is found by mastering of knowledge such as, substantive, through development of thesis, relevant to assigned topic, and the lowest score it

because doesn't show knowledge of subject, non substantive, or not to evaluate.

**Graphic 2.2.**



### **Organization of post-tes in experimental class**

From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **organization** is 25. Whereas, the lowest score in **organization** is 10. There are several students have little knowledge of English vocabulary, words form, ideas confused or disconnected.

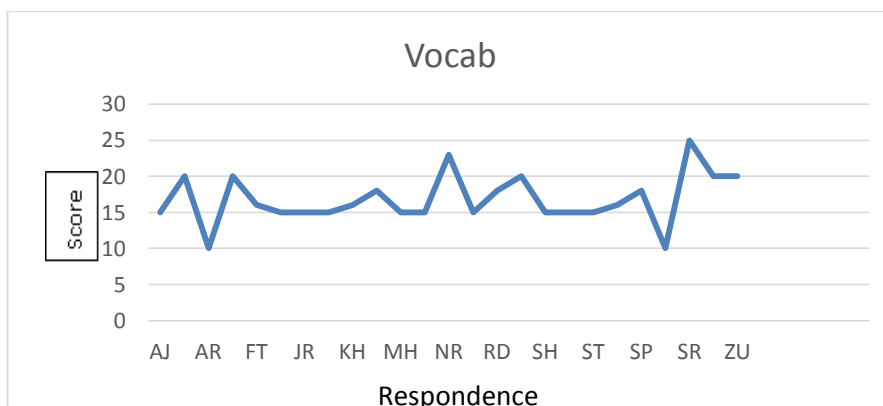
The highest score it is found by mastering of knowledge such as, fluency expression, ideas clearly



started/supported, succinct, well organize, logical sequencing, cohesive, and the lowest score it doesn't show essentially translation, little knowledge of English vocabulary, idiom, words from, or not enough to evaluate.

**Graphic 2.2.**

**Vocabulary of post-tes in experimental class**

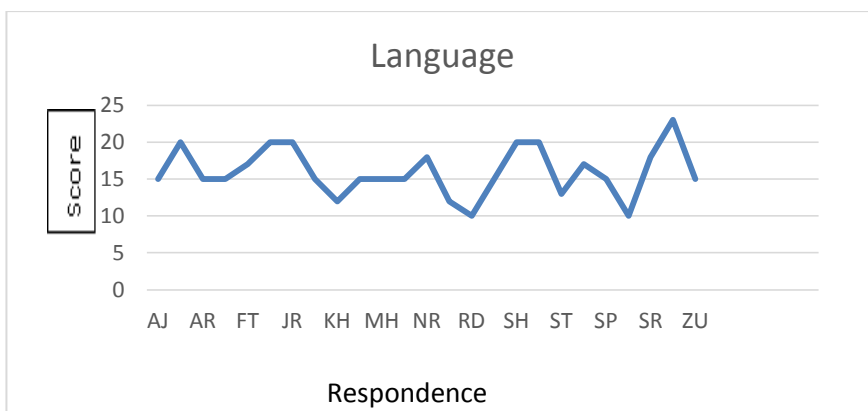


From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **vocabulary** is 25. Whereas, the lowest score in **vocabulary** is 10. There are several students do not know yet about English vocabulary, idioms, word form, meaning confused or obscured.

The highest score it is found by mastering of knowledge such as, sophisticated, range, effective word/idiom choice and usage, word from mastery, appropriate register, and the lowest score it essentially translation, little knowledge one English vocabulary, idioms, word from, or not enough to evaluate.

**Graphic 2.2.**

**Language use of post-tes in experimental class**



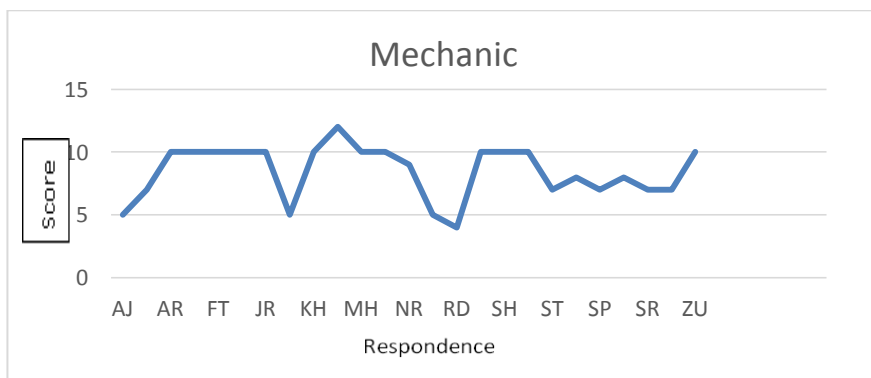
From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **language** is 23. Whereas, the lowest score in **language** is

10. There are several students error of tense, no mastery of sentence construction rules, meaning confused or obscured.

The highest score it is found by mastering of knowledge such as, effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun perceptions, and the lowest score it virtually no mastery of sentence construction rules, dominated by errors, does not communication or not enough to evaluate

**Graphic 2.2.**

**Mechanic of post-tes in experimental class**



From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **mechanic** is 12. Whereas, the lowest score in **mechanic** is 4. Almost of students frequent error of punctuation, capitalization, paragraphing, poor hard writing, meaning confused or obscured.

The highest score it is found by mastering of knowledge such as, demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing, and the lowest score it no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hard writing illegible or not enough to evaluate.

From the conclusion above can be seen the scores from 25 students in the experimental class, it shows that in experimental class, the students' score **content** got increasing from 5 aspect of assessing writing.

## B. Analysis of Data

### 1. The score of pre-test and post-test of experimental class

The students score of class X A as the experimental class obtained 59.44 for mean of pre-test and 81.3 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

**Table 4.1**

#### **The Result of Pre-test and Post-test in Experimental Class**

No	Name	Pre-test Score	Post-test Score
1	AJ	65	70
2	AL	70	90
3	AR	45	70
4	EL	70	95
5	FT	65	80
6	HR	55	80
7	JR	65	75
8	JH	60	70
9	KH	70	75

10	MA	80	80
11	MH	45	75
12	MM	60	70
13	NR	70	90
14	PM	50	75
15	RD	45	60
16	SD	60	75
17	SH	60	80
18	SP	70	90
19	ST	65	65
20	SJ	60	80
21	SP	60	80
22	SK	55	75
23	SR	65	95
24	ZN	55	90
25	ZU	60	75

The table above describe the result pre-test and post-test in experimental class. The highest score in pre-test is 80 and post-

test is 95. While the lowest score in pre-test is 45 and post-test is 65.

➤ **Result of pre-test in Experimental class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

45    45    45    50    55    55    55    60    60  
           60  
 60    60    60    60    65    65    65    65    65  
           70  
 70    70    70    70    80

1. Find out the range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 80 - 45 + 1 \\ &= 36 \end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{36}{i} = \text{it is had better getting result between 10-20}$$

So, it got  $i =$  because  $\frac{36}{3} = 12$  (between 10-20)

$i = 12$  (be completed)

## 3. Making distribution frequency table

**Table 4.2**

The Distribution Frequency of Pre-Test in Experimental Class

<b>Interval</b>	<b>F</b>	<b>X</b>	<b>x'</b>	<b>f.x'</b>	<b>f.x'<sup>2</sup></b>
45 – 47	3	46	+5	15	75
48 – 50	1	49	+4	4	16
51 – 53	0	52	+3	0	0
54–56	3	55	+2	6	12
57–59	0	58	+1	0	0
60 – 62	7	61 (M')	0	0	0
63 – 65	5	64	-1	-5	5
66 – 68	0	67	-2	0	0
69 – 71	5	70	-3	-15	45
72 – 74	0	73	-4	0	0
75 – 77	0	76	-5	0	0
78 – 80	1	79	-6	-6	36
	<b>25 = N</b>			<b><math>\sum f.x' = -1</math></b>	<b><math>\sum f.x'^2 = 189</math></b>



4. Determine Mean Score of  $Mx_1$ 

$$\begin{aligned}
 Mx_1 &= M' + i\left(\frac{\sum fx}{N}\right) \\
 &= 61 + 3\left(\frac{-1}{25}\right) \\
 &= 61 + (-0.12) \\
 &= 60.88
 \end{aligned}$$

## 5. Determine Deviation Standard

$$\begin{aligned}
 SDx_1 &= i\sqrt{\frac{\sum f.x'^2}{N} - \left(\frac{\sum f.x'}{N}\right)^2} \\
 &= 3\sqrt{\frac{189}{25} - \left(\frac{-13}{25}\right)^2} \\
 &= 3\sqrt{7.56 - 0.27} = 3\sqrt{7.29} = 3 \times 2.7 = 8.1
 \end{aligned}$$

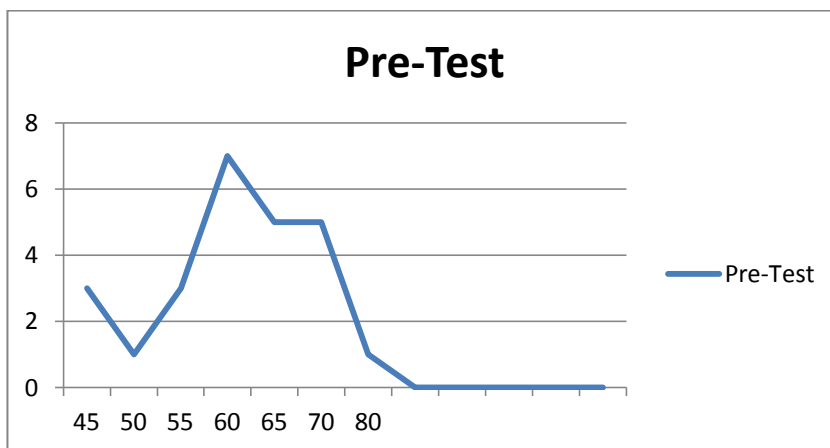
## 6. Determine Error Standard

$$SEx^1 = \frac{SDx^1}{\sqrt{N-1}} = \frac{5.82}{\sqrt{25-1}} = \frac{5.82}{4.89} = 1.19$$

## 7. Making Polygon Graph

**Graphic 4.1**

**Pre-Test in Experimental Class**



The polygon graphic above describe pre-test in experimental class. The mean of the interval class is the biggest 7. It's 61. This is refers to that Mean of pre-test in experimental class is 61.

➤ **Result of post-test in Experimental class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

60    65    70    70    70    70    75    75    75  
75

75    75    75    80    80    80    80    80    80

90

90    90    90    95    95

1. Find out the range with formula:

$$R = H - L + 1$$

$$= 95 - 60 + 1$$

$$= 36$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{36}{i} = \text{it is had better getting result between 10-20}$$

So, it got  $i = 3$  because  $\frac{36}{3} = 12$  (between 10-20)

$i = 10$  (be completed)

3. Making distribution frequency table

**Table 4.3**

**The Distribution Frequency of Post-Test in Experimental**

**Class**

<b>Interval</b>	<b>F</b>	<b>X</b>	<b>x'</b>	<b>f.x'</b>	<b>f.x'<sup>2</sup></b>
60 – 62	1	61	+5	5	25
63 – 65	1	64	+4	8	32

66 – 68	0	67	+3	0	0
69 – 71	4	70	+2	8	16
72 – 74	0	73	+1	0	0
75 – 77	7	76(M')	0	0	0
78 – 80	6	79	-1	-6	6
81 – 83	0	82	-2	0	0
84 – 86	0	85	-3	0	0
87 – 89	0	88	-4	0	0
90 – 92	4	91	-5	-20	100
93 – 95	2	94	-6	-12	72
	<b>25 = N</b>			<b><math>\sum f \cdot x' = -17</math></b>	<b><math>\sum f \cdot x'^2 = 251</math></b>

4. Determine Mean Score of  $Mx^2$

$$\begin{aligned}
 Mx_2 &= M' + i \left( \frac{\sum fx}{N} \right) \\
 &= 76 + 3 \left( \frac{-17}{25} \right) \\
 &= 76 + (-2.04) \\
 &= 73.96
 \end{aligned}$$

5. Determine Deviation Standard

$$\begin{aligned}
 SDx_2 &= i \sqrt{\frac{\sum f \cdot x_i^2}{N} - \left(\frac{\sum f \cdot x_i}{N}\right)^2} \\
 &= 3 \sqrt{\frac{251}{25} - \left(\frac{-17}{25}\right)^2} \\
 &= 3 \sqrt{10.04 - 0.46} = 3 \sqrt{9.58} = 3 \times 3.09 = 9.27
 \end{aligned}$$

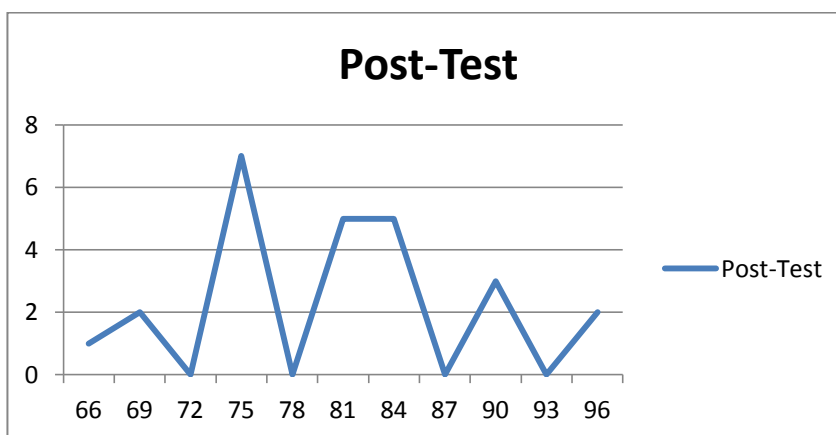
6. Determine Error Standard

$$SE_{x^2} = \frac{SDx^2}{\sqrt{N-1}} = \frac{9.27}{\sqrt{25-1}} = \frac{9.27}{4.89} = 1.89$$

7. Making Polygon Graph

### Graphic 4.2

#### Post-Test in Experimental Class



The polygon graphic above describe post-test in experimental class. The mean of the interval class is the biggest

7. Just one interval class include of 7, it's 76. Mean of post-test in experimental class is 76.

## 2. The score of pre-test and post-test of control class

The students' score of class VIII B as the control class obtained 67.58 for mean of pre-test and 64.72 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

**Table 4.4**

### **The Result of Pre-Test and Post-Test in Control Class**

<b>No</b>	<b>Name</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
1	AN	65	70
2	AL	70	90
3	AD	45	70
4	EK	70	95
5	EL	65	80
6	ES	55	65
7	IN	65	75
8	IS	60	70
9	JH	70	75

10	JD	80	85
11	KK	45	75
12	MA	60	70
13	MI	75	90
14	MH	55	75
15	MM	45	60
16	MK	60	75
17	MS	60	80
18	NR	70	90
19	RH	65	75
20	RL	60	80
21	RS	60	80
22	SA	55	75
23	SE	65	95
24	ST	55	80
25	WL	60	75

The table above describe the result pre-test and post-test in control class. The highest score in pre-test is 80 and post-test is 80. While the lowest score in pre-test is 40 and post-test is 50.

➤ **Result of pre-test in Control class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

40 40 45 45 45 45 50 50 50  
 50  
 55 55 55 55 55 60 60 60 60  
 60  
 65 65 65 70 80

1. Find out the range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 80 - 40 + 1 \\ &= 41 \end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{41}{i} = \text{it is had better getting result between 10-20}$$

So, it got  $i = 4$  because  $\frac{41}{4} = 10.25$  (between 10-20)

$i = 10$  (be completed)



## 3. Making distribution frequency table

**Table 4.5**

The Distribution Frequency of Pre-Test in Control Class

<b>Interval</b>	<b>F</b>	<b>X</b>	<b>x'</b>	<b>f.x'</b>	<b>f.x'<sup>2</sup></b>
40-43	2	41.5	+5	10	50
44-47	4	45.5	+4	16	64
48-51	4	49.5	+3	12	36
52-55	5	53.5	+2	10	20
56-59	0	57.5	+1	0	0
60-63	5	61.5 (M')	0	0	0
64-67	3	65.5	-1	-3	3
68-71	1	69.5	-2	-2	4
72-75	0	73.5	-3	0	0
76-79	0	76.5	-4	0	0
80-83	1	80.5	-5	-5	25
	<b>N=25</b>			<b><math>\sum f \cdot x' = 38</math></b>	<b><math>\sum f \cdot x'^2 = 202</math></b>

4. Determine Mean Score of  $Mx^1$ 

$$M_{y_1} = M' + i \left( \frac{\sum fx}{N} \right)$$

$$= 61.5 + 4 \left( \frac{38}{25} \right)$$

$$= 61.5 + (6.08)$$

$$= 67.58$$

#### 5. Determine Deviation Standard

$$SDy_1 = i \sqrt{\frac{\sum f \cdot x'^2}{N} - \left( \frac{\sum f \cdot x'}{N} \right)^2}$$

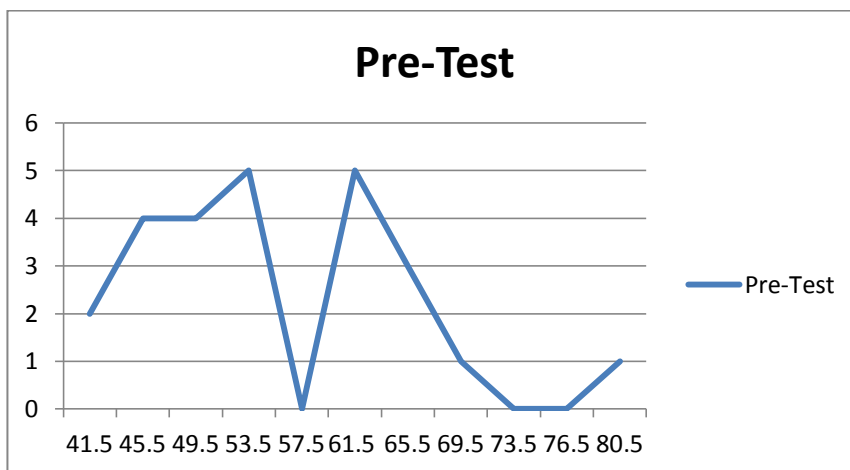
$$= 4 \sqrt{\frac{202}{25} - \left( \frac{38}{25} \right)^2}$$

$$= 4 \sqrt{8.08 - 2.31} = 4 \sqrt{5.77} = 4 \times 2.40 = 9.6$$

#### 6. Determine Error Standard

$$SEy_1 = \frac{SDx^2}{\sqrt{N-1}} = \frac{9.6}{\sqrt{25-1}} = \frac{9.6}{4.89} = 1.96$$

#### 7. Making Polygon Graph

**Graphic 4.3****Pre-test in Control Class**

The polygon graphic above describe pre-test in control class. The mean of the interval class is the biggest 5. Just two interval class include of 5, they are 53.5 and 61.5. This is refers to that 61.5 is mean of pre-test in control class.

➤ **Result of post-test in Control class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

50    55    55    60    60    60    65    65    65  
65

65    65    65    65    70    70    70    70    75  
           75  
 75    75    75    75    80

1. Find out the range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= (80 - 50) + 1 \\ &= 31 \end{aligned}$$

2. Looking for the class interval (k), with formula:

Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{31}{i} = \text{it is had better getting result between 10-20}$$

So, it got  $i = 3$  because  $\frac{31}{3} = 10.3$  (between 10-20)  $i = 10$  (be completed)

3. Making distribution frequency table

**Table 4.6**

The Distribution Frequency of Post-test Control Class

Interval	F	X	x'	f.x'	f.x'2
----------	---	---	----	------	-------

50-52	1	51	+5	5	25
53-55	2	54	+4	8	32
56-58	0	57	+3	0	0
59-61	3	60	+2	6	12
62-64	0	63	+1	0	0
65-67	8	66 (M')	0	0	0
68-70	4	69	-1	-4	4
71-73	0	71	-2	0	0
74-76	6	74	-3	-18	54
77-79	0	77	-4	0	0
80-82	1	80	-5	-5	25
	<b>N=25</b>			<b><math>\sum f \cdot x' = -8</math></b>	<b><math>\sum f \cdot x'^2 = 152</math></b>

4. Determine Mean Score of  $My^2$

$$\begin{aligned}
 My_2 &= M' + i \left( \frac{\sum fx}{N} \right) \\
 &= 66 + 4 \left( \frac{-8}{25} \right) \\
 &= 66 + (-1.28) \\
 &= 64.72
 \end{aligned}$$

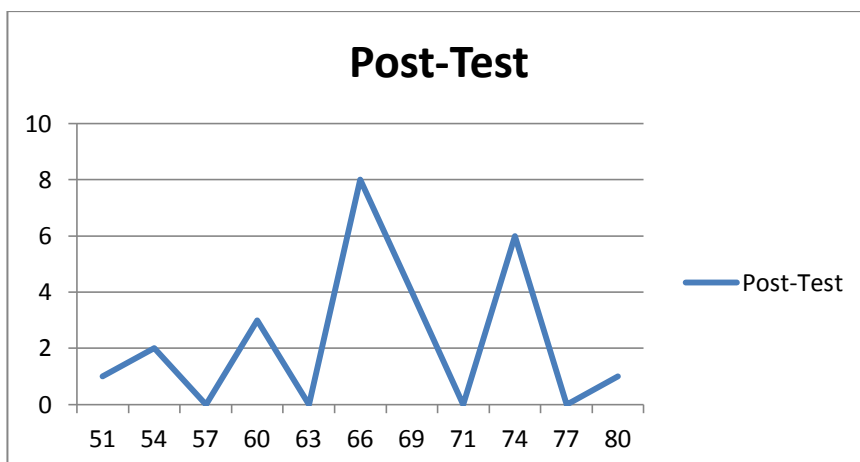
## 5. Determine Deviation Standard

$$\begin{aligned}
 SD_{y_2} &= i \sqrt{\frac{\sum f \cdot x'^2}{N} - \left(\frac{\sum f \cdot x'}{N}\right)^2} \\
 &= 3 \sqrt{\frac{152}{25} - \left(\frac{-8}{25}\right)^2} \\
 &= 3 \sqrt{6.08 - 0.10} = 3 \sqrt{5.98} = 3 \times 2.44 = 7.32
 \end{aligned}$$

## 6. Determine Error Standard

$$SE_{y^2} = \frac{SDx^2}{\sqrt{N-1}} = \frac{7.32}{\sqrt{25-1}} = \frac{7.32}{4.89} = 1.49$$

## 7. Making Polygon Graph

**Graphic 4.4****Post-test in Control Class**

The polygon graphic above describe post-test in control class. The mean of the interval class is the biggest 8. Just one interval class include of 8, it's 66. This is refers to that 66 is mean of post-test in control class.

After the writer calculated them based the t-test formula:

1. Determine average from experimental class

$$\begin{aligned} MX &= Mx_2 - Mx_1 \\ &= 73.96 - 60.88 \\ &= 13.08 \end{aligned}$$

2. Determine average from control class

$$\begin{aligned} MY &= My_2 - My_1 \\ &= 64.72 - 67.58 \\ &= -2.86 \end{aligned}$$

3. Determine difference of error standard from X and Y

$$\begin{aligned} SE_{mx} - SE_{my} &= \sqrt{SE_x^2 + SE_y^2} \\ &= \sqrt{1.89 + 1.49} \\ &= \sqrt{3.38} = 1.83 \end{aligned}$$

4. Determine  $t_0$  (t observation)

$$\begin{aligned}
 t_0 &= \frac{M_x - M_y}{SE_{M_x} - SE_{M_y}} \\
 &= \frac{13.08 - (-2.86)}{1.83} \\
 &= \frac{15.94}{1.83} = 8.71
 \end{aligned}$$

5. Determine T-table with significance 5 % and 1 %

$$DF = N_1 + N_2 - 2$$

$$= 25 + 25 - 2$$

$$= 48$$

$$= 50 \text{ (be completed and consult to "t" table score)}$$

Based on t table that three is 50. With df as number 50 is got t table as follow:

- At significance level 5% :  $t_t = 2.00$

- At significance level 1% :  $t_t = 2.67$

6. The writer compared  $t_0$  to  $t_t$  that if  $t_0 > t_t$ ;  $H_a$  is accepted and  $H_0$  is rejected. If  $t_0 < t_t$ , it means that  $H_0$  is accepted and  $H_a$  is rejected.

$t_0 : t_t$  :  $8.71 > 2.00$  in degree of significance 5%

$t_0 : t_t$  :  $8.71 > 2.67$  in degree of significance 1%



Because “ $t_0$ ” that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative ( $H_a$ ) is accepted and ( $H_o$ ) is rejected.

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If  $t_0 > t_t$  : The alternative hypothesis is accepted. It means there is improvement in students’ writing skill on descriptive text using Think, Talk, Write (TTW).

If  $t_0 < t_t$  : The alternative hypothesis is rejected. It means there is no improvement in students’ writing skill on descriptive text using Think, Talk, Write (TTW).

**Table 4.7**

**Comparison Scores of Post-Test in Experimental and Control Class**

<b>No</b>	<b>Post-Test Experimental Class</b>	<b>Post-Test Control Class</b>
1	70	60

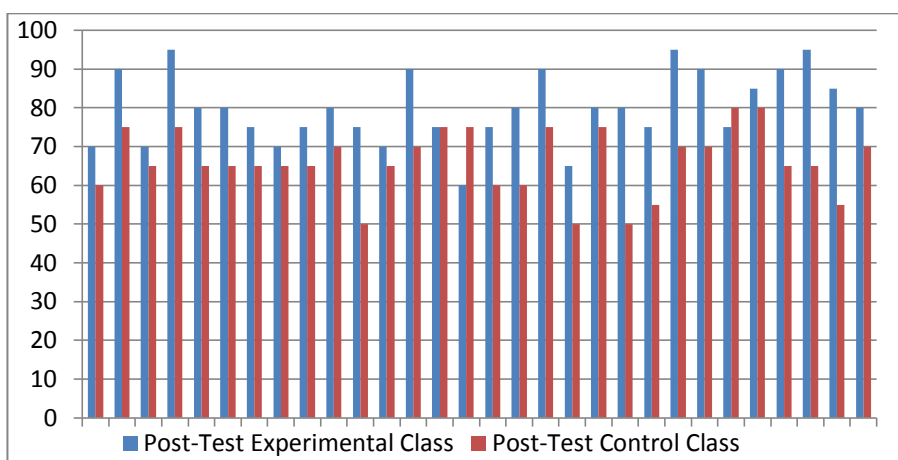
2	90	75
3	70	65
4	95	75
5	80	65
6	80	65
7	75	65
8	70	65
9	75	65
10	80	70
11	75	50
12	70	65
13	90	70
14	75	75
15	60	75
16	75	60
17	80	60
18	90	75
19	65	50

20	80	75
21	80	50
22	75	55
23	95	70
24	90	70
25	75	80

The table above describe the comparison scores of post-test in experimental and control class. The highest score in post-test in experimental class is 95 and pos-test in control class is 80.

#### **Graphic 4.5**

#### **Comparisons' score of Experimental Class and Control Class**



The graphic above describe the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 95, while the highest score in control class is 80. And the lowest score in experimental class is 60, control class got score 50.

### C. Interpretation Data

The data showed that the mean ( $Mx_1$ ) of pre-test scores obtained by students score of VIII A as an experimental class = 60.88, it's smaller than mean score ( $My_1$ ) of VIII B as a control class = 67.58. The lowest score of pre-test in two classes are almost same. Class VII A is 45 and class VIIIB is 40. But mean of post-test scores of both class VIII A and class VIIIB are

difference. It seems significance different of  $Mx_2$  as the experimental class and  $My_2$  as the control class. Post-test in VIII A as an experimental class = 73.96 and post-test in VIII B as a control class = 64.72. Mean of experimental class is greater than control class. It is significance difference.

Based on the data, the value of  $t_o$ (t observation) is higher than  $t_t$  (t table), t observation = 8.71, t table = 2.00 or t observation 8.71, > 2.00 or t observation 8.71, > 2.67, so  $H_o$  is rejected and  $H_a$  is accepted.

From the interpretation above, the writer said the use of TTW could be better and more effective to improving student writing skill than traditional method. This could be seen after comparing the score of pre-test (before using TTW) and post-test (after using TTW) in experimental class.

Based on the data obtained from control and experiment class among the average scores and t observation, the writer summarizes that teaching descriptive text through TTW has significance influence towards students' writing skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the research finding that was presented in the previous chapter, the writer would like to give conclusions as follow:

1. The Think, Talk, Write (TTW) is a kind of game that can be used to motivate students in writing skill in learning English. By making the group the students will feel more relaxed and enjoy while learning. It will be motivating and challenging for students in the classroom activity, especially in doing writing a descriptive text about a person. It makes the students more easily to do writing a descriptive text about a person where discussion while look at the pictures are the media that will be used in this activity.

2. The teacher divides students into five groups, each group consists of five students, the teacher explains the Think, Talk, Write (TTW), after students understand the rules, the material will be started. Teacher shows a picture to the students through power point with some questions which will lead students in describing the picture.
3. Based on the result of analysis about the effectiveness of TTW toward writing skill on descriptive text, that experimental class is bigger than control class. Because students feel more interested in writing and studying by using games. The student get easy to explore their ideas because the teacher's technique and medias are very helpful. It's mean that TTW strategy can help students' learning process in the classroom.

## **B. Suggestion**

According to the conclusions above, the writer would give some suggestion to teachers and students as follow:

Suggestion for teacher:

- The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well.
- The first step to develop students' writing skill on descriptive text is the teacher should have more attention to the students' skill in the classroom.

Suggestion for students:

- Students must be critic to the teacher in the classroom if they haven't understanding about learning.
- By using TTW strategys, students is hoped to more concentration in process learning in the classroom.

Suggestion for the next researchers:

- The other researchers are suggested to use this experimental research as references to conduct the same research or different design research in order to improving the quality of students' writing



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