

CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is an activity that produces something from mind become meaningful a text of the sentences. It also can be defined as a way to express an ideas or feelings. Writing is more important. Although hundreds of million people are still unable to read and write, it is quite possible that, today more communication takes place in the written than in oral mode. It has purpose not only for media but also giving information. According Harmer stated “When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing”.¹ The purpose of teaching English in Junior high school level is to make students master four skills: listening, speaking, reading and writing. Writing is frequently useful as preparation for some other activities.

¹Harmer Jeremy, *How To Teach English* (Pearson Education Limited 2007), p 33.

The researcher considers that writing is not easy for students English foreign language because in writing process, student will get many difficulties in transferring ideas in writing form. When the researcher conducted classroom observation in Junior high School in Tangerang regency, the researcher found the students problem in writing texts. First, based on the interview with the teacher, she said that student do not have good mastery in tenses. Second, based on my observation the teachers still used old fashion method in teaching writing. Third, some students are still hard to express their ideas is to good English sentences. Fourth, some students still difficult to understand the generic structure of recount text. Fifth, the student do not have high motivation in learning writing recount text. The solve students, problems are increased reading, conscious and incidental vocabulary teaching, writing practice, trained teacher, reform in the examination system and writing competitions.²

² Fared Muhammad, *ESL Learners' Writing Skills: Problem, Factors and Suggestions*, (Pakistan: NED University of Engineering and Technology Karachi, 2016), 81.

To overcome the problems above, one of alternative is the teacher need to select an appropriate strategies. Which trigger students' interest in learning writing of recount text. One of implemented strategy which is appropriate to teach writing is *Think-Talk-Write (TTW)*. Think Talk Write (TTW) was introduced by Huinker and Laughlin. According to Huinker in Zulmaini "the Think Talk Write (TTW) strategy for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write, the flow communication progress from students engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing."³

The technic sequence of *Thnik-Talk-Write* is stated with thinking through reading, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion. It the means "think" the teachers can see from the process reading a text

³Zulmaini, (2011). *Model Kooperatif Tipe Think Talk Write (TTW) untuk meningkatkan kemampuan menulis karangan Deskripsi dan Berpikir Kritis*. Universitas Pendidikan

that related with the material. Next, student make note about what they have read. The note will be read, explained and discussion in their group. The teachers can mention this step is “talk” activity. After finishing discussion with their own group. This step is student activity in “write”. Because the last activity in *Think-Talk-write (TTW)* is writing. So, the researcher concludes that this strategy suitable in teaching writing. Especially in writing recount text.

Think-Talk-Write (TTW) help student to construct their own knowledge. So, student will understod the concept is better. Student will be able to communicate their though with their friends. It is possible thing, if they already with the material obtained, they will easy to apply their idea in writing, student also to make recount text.

Based on the problem above proposed *Think-Talk-Write* strategy to improve students a writing skill on recount text. Therefore, the reseacher is believed that if this study deserved to investigate comprehensively.

B. Statement of The Problems

Based on in the background of study above, the researcher proposes question as follow:

1. How is students writing ability on recount text at the Seventh Grade of MTs Daarul Ahsan before using TTW strategy?
2. How is the effectiveness of *Think-Talk-Write (TTW)* strategy at the seventh Grade of MTs Daarul Ahsan?

C. Objectives of The Study

Based on statement of the problem formulated above, there are objectives of the researcher as follows:

1. To know how the students writing ability on recount text at the Seventh grade before using TTW strategy.
2. To know the effectiveness *Think-Talk-Write (TTW)* strategy at the Seventh Grade of MTs Daarul Ahsan.

D. Significance of the Study

The significance of this study is expected to contribute several benefit in the English language teaching quality.

There are two significance contribution gain from this study.

They are follows:

1. Theoretical significance

The result of this study is expected to give contribution to the development of knowledge especially in the field of Education. This study expected to be a reference and an alternative source in conducting similar related to the use of Think Talk Write (TTW) strategy.

2. Practical significance

The result of this study will give advantages for the students, the teachers, and the readers, and also the writer.

- a. The students

They have a new way to learn English, especially in writing recount text. They can apply the strategy to write text well. They also are going to have better motivation to learn English.

b. The teachers

Teachers it gives knowledge how to teach writing through strategy. Teacher use *Think, Talk, Write* as the teaching strategy to give attractive learning. It makes their learning in the classroom is more enjoy and interesting.

c. The readers

They could get knowledge after reading this study. And the last the advantages for the researcher are that she could get the special experience when she is supposed to teach the student. And the researcher can apply a better teaching skill for the students.

d. The Writer

This research to give the writer knowledge and experience about improving ability in writing recount text by the strategy *Think-Talk-write (TTW)*. It is also expected to prepare herself if she become an English teacher in the future.

E. Hypothesis

Based on problem statement above, the researcher formulates research the hypothesis as follows:

- a. The alternative hypothesis (H_a), That is:

Think Talk Write strategy has significant effect in improve students in writing skills on recount text at the Seventh Grade of MTs Daarul Ahsan.

- b. The null hypothesis (H_o), That is:

Think Talk Write strategy has no significant effect in improve students in writing skills on recount text at the Seventh Grade of MTs Daarul Ahsan.

F. The Previous of Study

There are some previous researches that focus on the use of Think Talk Write (TTW) strategy. The first research done by Susi Susanti 103411047 (2014), entitled *“The use of the Three-Step Interview Technique to Teach Recount Text (An Experimental Research at the Eight Grade of SMPN 1 Pati in*

the Academic Year of 2013/2014).⁴ She used an experimental research. In collecting data she gave pretest and post-test. The result showed that there was a significance difference in the achievement between the students who were taught recount text using a three-step interview technique and who were taught recount text by using conventional method. The writer can analyze that the previous study focus on recount writing. While the difference can be explained as thesis use three-step interview technique than, the researcher used strategy of Think Talk Write.

The second research done by Nui Takania, entitled “*The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eight Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)*”.⁵ She used a classroom action research (CAR). In

⁴ Susi Susanti (103411047) English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, *The use of the Three-Step Interview Technique to Teach Recount Text (An Experimental Research at the Eight Grade of SMPN 1 Pati in the Academic Year of 2013/2014)*.

⁵ Nui Takania, entitled “*The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eight Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)*”

CAR consist of 4 steps: planning, acting, observing and reflection. In collecting data she used two instruments: test and observation sheet. The result of this research show that there were improvement in writing ability of the students taught by using Think-Talk-Write strategy. It means that the implementation of TTW help and support in teaching writing. The similarity between her research and my research is strategy Think Talk Write to improve students ability on recount text. The differences my researcher between her research are she conducted her research by classroom action research and my research use experimental research and my research focus on improve students ability in writing recount text.

G. Definition of Terms

In this study some terminologies is can be defined as follows:

1. Writing is used as an aide memoire or practice tool to help students practice and work language they have been studying.⁶
2. Recount is a piece of text that retells past events, usually in order which they happened.⁷
3. 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. Huinker and Laughin stated that Think Talk Write (TTW) technique builds in time for thought and reflection and for the organization of ideas and testing of chose ideas before sudents are expected to write.⁸

H. The Organization of Writing

This paper divided into five chapters,the following is short description about what each chapter contains they are as follows:

⁶ Jeremy Harmer, *How to Teach English, new edition*, (England: Pearson Educational Limited, 2007), 112.

⁷ Mark Anderson and Katty Aderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), 48.

⁸Huinker, D. Dan Laughin, 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 one is introduction, it present the background of the study, statement of the problem, objective of the study, significance of the study, hypothesis, definition of terms and the organizing of writing.

Chapter two will discuss the conceptual framework. In this chapter, the researcher will describe the theoretical review, definition of writing, definition of recount text and Think-Talk-Write strategy to improve student ability in writing on recount text.

Chapter three is the methodology of the research. The writer will explain specifically about time and place of research, research method, population and sample of research, variables of the research, the instrument and technique of data collecting, and the technique of data analyzing.

Chapter four is finding discussion of the research. Result and discussion contain desription of data, adata analysis and testing the hypothesis and data interpretation.

Chapter five is closing, which consist of conclusion and suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Etimologically, the word “writing” is derived from word “write” and it can be defined as; a) Marking the letter are number of surface, especially with a pen or pencil, b) Producing something in written, c) Putting information, greetings, etc in a letter and send it to somebody.⁹

Harmer (2004) says writing is used as an aide memoire or practice tool to help students practice and work language they have been studying.¹⁰ From the statement above the writer concludes the writing is not simple process. It means the students learning writing, they must have a media to help their practice and get the

⁹ Oxford University, *Oxford Learners Dictionary*, (New York: Oxford University Express, 2003), 502.

¹⁰ Jeremy Harmer, *How to Teach English, new edition*, (England: Pearson Educational Limited, 2007), 112.

good result. Writing is about expressing idea or feelings. In order can be a good writer is not easy, it takes a lot practice writing a text in the class. Therefore, no body can master this ability easily.

Writing is actually not natural skill. According to Barbara Fine Clouse, in the process of writing the writers not easy move from step by step. The writers sometimes need to double check before going to the next process, or sometimes they move backward if they have an idea in their writing.¹¹

Writing one of four skills are listening, speaking, reading and writing always formed part of the syllabus in the teaching English. While the learning process in the classroom, the teachers has an important role toward students. Harmer (2001) states that three are some roles of the teachers when students in writing. There are motivator, resource, and feedback provider.¹² From the

¹¹Barbara Fine Clouse, *A Troubleshooting Guide Strategies and process for writers*, (New York: McGraw-Hill, 2005), p. 5-6

¹² Jeremy Harmer, *The Practice of english Language*, (Cambridge: Longman 2001), 330.

Harmers' explanation above, the researcher concludes the teacher should be able to become motivator to encourage the students learning ability and most importantly is the teacher could be a source of knowledge for students. Students needs more time to think than they can through idea in their mind, discuss with their friends, read grammar books, dictionary, or other reference material. Writing could encourage students to focus on accurate language use, beacuse they think as they write. It takes time and engages so many activities.

2. The Process of Writing

The process of writing are divided from step by step. According to Harmer (2004) in the writing proces there are four elements: Planning, drafting, editing and final version.¹³ The explained is there are:

- a. Planning, before starting writing, the students have to know what will to write about material, they decide what it going to say.

¹³ Mark Aderson and Katty Aderson, *Text Types English 2*, (Amsterdam: Macmillan,1997), 2.

- b. Drafting, the draft can be like an outline. Write your points and subpoints in order which you plan to write about them.
- c. Editing, reflecting and revising are helped by students could suggestion to make their appropriate revisions.
- d. Final version, the students have edited their draft, making the changes consider necessary, produce their final version. This may look considerably different from the plan and draft, because things have changed oin the editing process.

3. Types of Writing

After we know the definition of writing there are many kinds of writing. According to George E. Wishon and Julia M. Burks (1980), syas that the form of writing used to tell or related is called narration, that used to description, to explain is called exposition or explanation,

the form writing used to persuade or argue is called argumentation.¹⁴ These kinds of writing are:

a. Narration

Narration is the form used to relate the story of act or events. The narrative text type tells a story using spoken or written language. It can be communicated using radio, television, books and newspaper.¹⁵

b. Description

Description is strategy describing the person, place or thing. Description reproduces the way to thing look, smell, feel, or sound; it may also evoke moods. Description written that describes and proposes characteristic, behavior or someone, condition of place and things.

¹⁴ George E. Wishon and Julia M. Burks, *Lets Write English, Revised Edition*, (Canada: Litton Educational Publishing, Inc, 1980), 337.

¹⁵ Mark Aderson and Katty Aderson, *Text Types English 2*, (Amsterdam: Macmillan,1997), 122.

c. Eksposition or Explanation

Explanation is to tell each step of the process (the how) and to give the reason (the why).¹⁶

Exposition is used in giving information, making explanation, and interpreting meaning. Includes editorial, essay, informative and instructional material.

d. Persuasion or Argumentation

Persuasion an argument is used in persuading and convincing, an argument writing, writing tries of purpose evidence or reason to convince and influence the reader to support the opinion, ideas attitude as well as writer conviction.

4. The Teaching of Writing

Writing is an activity that produces something from mind become meaningful a text of the sentences. Make a good writing by arranged sequence sentence. In teaching writing, Urquhart and Mciver states that "Teaching writing is unique. It benefits both teacher and

¹⁶ Mark Aderson and Katty Aderson, *Text Types English 2*, (Amsterdam: Macmillan,1997),122.

the students, serving as communication vehicle, assesment tool, and intellectual exercise”.¹⁷ 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. The students have to use their intellectual in order wgat they write has a good result.

To teach writing recount text needs something that can make students feel interest and have a good impression, so that students will remember what they have got from their teachers 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.¹⁸

From Eric’s statement, the writer concludes that both of

¹⁷Mclver, Monette and Urquhart, *Teaching Writing in the Content Areas*. (The USA: Mid-cintinent Research for Education and Learning, 2005), p. 2

¹⁸ Eric Lennerberg, *Teaching Writing*, 1967:334

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 teaches us. We learn to write if we are members of literate society, and usually only if someone teach us.

B. Recount Text

1. Definition

Recount text is one of text type that retells past events. According to Anderson, a recount is a piece of text that retell past events usually in order which they happened.¹⁹ It means Recount text is to story the events past. There is no complication among the participants and the different from narrative. The purpose of recount is to give the students a described of story and when it happened.

The story recount has expressions of attitude and feeling, usually made by narrators about that events. To

¹⁹Mark Anderson and Katty Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 48.

retells the events for the purpose of informing or entertaining. Its generic structure are the orientation, series of event, and re-orientation. The orientation is a part of recount text that's tells the introduction or information of the interesting event that is being told. The factual is things happened from the beginning until the end. And re-orientation, it is the conclusion includes the feeling and impressions after doing the events.²⁰ From the definitions above the writer conclude that recount text which the purpose to inform, entertain (listeners or readers) is used to tell about experiences.

2. Generic Structure of Recount Text

To make an effective recount text needs standard that is used to guide a witer to make good writing. Recount text has several significant characteristic which the writer may use. Generic structure of recount text consists of the

²⁰ Jenny Hammond et al, *English for Social Purpose*, (Sydney: Macquarie University Press, 1992), p.88

orientation, series of event, and re-orientation.²¹ The explained is there are:

a. Orientation

Recount text begins by telling the reader who was involved what happened, where the event took place, and when it happened. Orientation gives the reader background information needed to understand where the story place and when the time of the text.

b. Series of events

Event is tell what happened activities that occurred in the story of the text. In writing recount text, event are ordered in a chronological stories. Sometimes, additional detail is added to the text for give some information for readers.

c. Reorientations

Reorientations is closing statement. Some recount texts also have including paragraph. In this concluding

²¹ Lancashire Country Council, *Primary Framework Support for Writing, non-fiction*, (Lancashire Country Council, 2008), p. 6-7

paragraph, the writer can give his/her personal comment or statement.

3. Language Features of Recount Text

Recount tenses which is usually use past tense. It use past tense there is to be described story event past. Significant language features of recount text, it can be described as follows:

- a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdotal storytelling (just imagine – I go to the park and I suddenly saw a giant bay flying towards me!)
- b. Words that show the order of events (then, next, first, afterwards, just before, at last, meanwhile)
- c. The subject of recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind).
- d. Personal recount are common (first person: I was on my way to school we got on the bus).

Language features of recount text

- e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.²²

Language features of recount text used the action verb to describe the story if the writer do something to have experience to write until could be the recount text. Because, recount text is to tell back the stories in the past, personal experience, or experience of the group example with family and friends.

C. Think Talk Write (TTW)⁹

1. Definition of Think Talk Write

Think Talk Write for the first time was introduced by Huinker and Lauglin which they understanding about

²² Government of South Australia, *Engaging in and Exploring Recount Writing: A Practical Guide for Classroom Teachers*, (Australia: Government of South Australia Department for Education and Child Development, 2012), p.2

the learning as a social behavior.²³ Think means using your mind to form opinion, talk means say or speak things to give informations and write means produce something in written form so that people can read, perform or use it.²⁴

Huinker said that Think-Talk-write (TTW) is basically built through thinking, speaking and writing. The advantages of TTW strategy starts from the involment of students in thinking or in having dialogues with themselves after the process reading. Then, they talk and share ideas with their friends before writing. 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. TTW strategy encourages student to think, speak and write s specific topic. This strategy is used develop writing fluently and trains the language before written.

²³Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014), p.21

²⁴*Oxford Learners Pocket Dictionary, Fourth Edition*, (New York: Oxford University Press, 200) p. 453, 461, 516.

Then, talking what is in our mind conclusion or opinion about that, and make summary of the information in the form of writing.²⁵ Talk and think are two phase that difficult to be separated each other. When we try to talk about something, we will think in our mind arrange what we will talk. We need to teach think and talk in writing because of the big using vocabulary that can be undestood by our friends.

2. The procedures of Teaching by using TTW

Think Talk Write strategy is used to develop writing fluently and exercise the language before write them. The technique TTW begin with thinking a passages information, conclusion opinion about that, and make summary of the information in the form of writing. Think is model was about made a list of matery that has been read by the students. They can make a response of that information can be answer or solution for that.

²⁵ Mathew Allen, *Smart Thinking, Skill for Critical Undestanding and Writing, Second Edition* (New York Oxford University Pers. 2004) p. 1.

According to Mathew's opinion, there are four distinct levels of language that built the language it self. First is word has a meanings. 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 is consist of all the elements outside a particular text make it meaningful.²⁶

The role and duties of teachers in an effort to streamline the use of strategies Think Talk Write is provides tasks that allow student to engage actively thinking, encouraging the student ideas to explained oral and written carefully, consider and give information about what student discussion and to monitor, asses, and encourage student to participate actively.

To realize learning process with expectation above, the learning must be designed which accordance with the following steps:

²⁶ Mathew Allen, *Smart Thinking, Skills for Critical Understanding and Writing, Second Edition*, (New York: Oxford University Pers, 2004), p. 10

1. Teachers distribute the picture about holiday in a beach.
2. Student identify activities in the picture.
(Think)
3. The students interact and discussion with friend in group a result of identification.
(Talk)
4. Student make a note about the result of discussion. (Write)

The last of activity of the lesson is to make conclusion on the material being studied. Then, choose one of students as a presentation group to read the result of his writing, while another group was asked to provide feedback on the result of this writings.

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 TTW helps the students to learns about communication with others, also the process of TTW flow starts from the

involment of student in thinking or in having dialogue with themselves after the process of reading. Then they talk and share ideas with their friends before writing the result from their research showed that TTW strategy is effective to be used as an alternative strategy in order to teach writing especially in writing recount text. The use of TTW strategy can minimize the students difficulties in writing and help the teacher in teaching writing especially writing recount text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of Research

In this research, the writer used experimental research. To measure and analyze the data got from respondent. According to Nunan, experiment is a procedure for testing a hypothesis by setting up a situation in which the strenght of the relationship between variable can be tested.²⁷

The method of this research is quantitative method. Quantitative methods can be interpreted as research methods that used to examine certain populations and samples, collecting data using research instruments, analyzing data that is quantitative with the aim of testing the hypotheses that have been test. One of the quantitative research method is experimental research.

²⁷ David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992),p 25.

Experimental research is unique in two very important respect: it is the only type of research that directly attempt to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-and-effect relationship. It means Experimental Methods is giving an opportunity to students individual or groups to practice using a process or experiment.

B. Time and Place of Research

Think-Talk-Write strategy is used the researcher assume could to improve student ability in on writing recount text, the research is located in MTs Daarul Ahsan. It is located at Jl. Raya Serang Dangdeur Jayanti Tangerang-Banten. This research conducted on the Seventh Grade of MTs Daarul Ahsan in the year Academic 2019/2020. The researcher time start on July to August 2019. And the researcher choose this school because this method has never been used in this school, so

the researcher tries to use this method to explore if the method is effective or not.

C. Population and sample

1. Population

Population is subject or object that has quality and certain characteristic that set by researcher to learn and then take the conclusion.²⁸ Population of this research study are student of MTs Daarul Ahsan especially the Seventh Grade year academic 2019-2020 is 44 student.

2. Sample

Sample is collecting data with small amount of population that tested at the research. Nunan stated that “sample is a subject of individual or cases from within the population”.²⁹ In this research will take two classes as simple for the research: they are students in class VII A as experimental class which consist of 22

²⁸ Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Penerbit Alfabeta 2015), p. 117

²⁹ Nunan, *Research Method in Learning*, p. 231

students they were taught without treatment. While students in class VII B as control class that consist of 22 students, they are were taught using Think-Talk-write (TTW) strategy.

D. The Technique of Collecting Data

The writer takes data for this research, the writer takes the data by using test as an instrument. The test conducted in this research included are pre-test and post-test.

a. Pre-test

Before applying Think-Talk-Write strategy in experimental class, the researcher gives the pre-test to experiment and control class in the first meeting to know the initial students' writing skills on recount text. It will given in the first meeting in order to get data of their mastery writing of both. The test is asked the student should make a recount text.

In this test, the researcher give some grade based on some aspect. Those aspects are content, organization, grammar, vocabulary and mechanic. The

researcher gives point in each aspect based on students' ability.

b. Post-test

Both experiment and control class will face the post-test after giving treatment for experimental class. It used to measure the effect of Think-Talk-write (TTW) strategy to improve student ability in writing on recount text. The test is same as pre-test, the student should make a story about recount text with their group.

c. Interview

The researcher uses the interview as supporting evidence or secondary data on the result of research. The interview is to ask suitable questions to participants. Five question are given to 5 students representing the sample permitting them to give their response on their experience of using Think Talk Write (TTW) strategy in their learning process of writing recount text.

E. Technique of Data Analysis

The data which analyzed was gotten from the test and observation. The writer analyzed the data based on the collecting data of score pre-test and post-test of experimental class and control class. In other hand, the writer also analyzed the score of students learning activity which written on the sheet of students observation, the writer take step as follow:

- a. The result of the post-test in experimental class in named variable (X_1).
- b. The result of the post-test in control class is named variable (X_2).

For the writing ability test there are three component presented in the analytical scoring rubric for writing, are: content, organization, grammar, vocabulary. The writer uses analytical scoring rubric to analyze the data related to the students paragraph writing test of writing ability.

Figure 3.2 Rubrics on Assessing Students' Writing³⁰

Aspect	Score	Performance Description	Weighting
Content (C) 30 % - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20 % - Identificati on	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	

³⁰ Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.)*, (New York: Longman, 2007).

- Description	2	Identification is not complete and description are arranged with few misuse of proper connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20 % -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affected on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequently grammatical or agreement inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms	
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words	

		and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

To analysis data the writer uses t-Test. The t-Test in the most frequently used measure in second language research when comparing mean scores for two groups.³¹ It supposed to know whether experimental versus control class when taking the same test has the same score or not.

³¹ Anas sudjiono, *pengantar statistik pendidikan*, (Jakarta: Raja Grafindo, 2012), p 278.

Which can be achieved or obtained by using the following formula:

1. Determining mean Variabel X_1 , with formula :

$$M_1 = \frac{\Sigma X_1}{N_1}$$

2. Determining mean Variabel X_2 , with formula :

$$M_2 = \frac{\Sigma X_2}{N_2}$$

3. To search derivation score Variable X_1 with formula:

$$X_1 = X_1 - M_1$$

4. To search derivation score Variable X_2 with formula:

$$X_2 = X_2 - M_2$$

5. To calculate T test with Formula :

$$T_o = \frac{M1 - M2}{\sqrt{\left(\frac{\Sigma X_1^2 + \Sigma X_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

Notes :

M1 = Mean score of post test of experimental class

M2 = Mean score of post test of Control class

Σx^2 = Sum of Square Deviation score in Experiment class

Σy^2 = Sum of Square Deviation score in Control class

N_1 = Number of students of Experiment class

N_2 = Number of students of Control class

After collecting data from pre-test and post-test, the researcher analyze it by using statistic calculation of t -Test by using fisher formula with significance degree 5% and 1%.

The formula is as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1^2 + \Sigma X_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

Notes :

M_1 = Mean score of the experimental class

M_2 = Mean score of the control class

Σx_1^2 = Sum square deviation score in experimental class

Σx_2^2 = Sum of square deviation score in control class

N_1 = Number students of experiment class

N_2 = Number students of control class

2 = Contants number

df = Degree of freedom (df = $N_1 + N_2 - 2$)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

In this chapter, the researcher described the data got from the students at the Seventh Grade of MTs Daarul Ahsan Jayanti-Tangerang academic year 2019/2020. In this research, the researcher took 44 students as the sample. The writer has divided into two classes, 22 students of 9-A class as the experimental group and 22 students of 9-B class as the control group.

To know how the students Writing ability before using TTW strategy, the writer identified some result, they are: the score of students pre-test, the score of students post-test, the difference between pre-test and post-test score of students and from differences of students condition between the students who are taught by using TTW strategy in learning process.

To know the effectiveness of Think Talk Write strategy to improve students writing ability on recount text, the researcher give the test to students as the sample both at the experimental class and control class. The test divided into two types, there are pre-test and post-test. The pre-test is the test that giving before treatment and the post-test is given after giving treatment. Each to make a story experience unforgettable. Having finished the field research, the writer gets score as follow:

1. Experiemntal Class

a. Students pre-test score of Experimental class

The writer describes the result of pre-test score in the experimental class on the table bellows:

Table 4.1

The students score of pre-test at the experimental class

No	Initial Name	Items					Score
		C	O	LU	V	M	
1	AP	17	7	11	13	2	50
2	AAF	16	13	10	9	2	50

3	AN	13	10	11	9	2	45
4	DRR	17	10	11	13	3	54
5	FR	13	7	5	7	2	34
6	FTA	17	13	11	10	3	54
7	HR	17	10	11	16	3	57
8	MHS	23	15	19	15	4	76
9	SN	17	13	17	15	3	65
10	MRA	13	7	5	7	2	34
11	MAK	21	13	17	13	3	67
12	DSH	17	10	11	13	3	54
13	AYS	21	9	10	9	2	51
14	AI	17	7	11	13	2	50
15	RG	13	7	5	7	2	34
16	RF	21	13	17	13	3	67
17	RE	13	7	5	7	2	34
18	MRM	18	13	11	11	3	56
19	SPY	21	13	17	13	3	67
20	SPS	20	12	16	15	3	66
21	S	19	10	11	12	2	54
22	FM	17	10	11	10	3	51
TOTAL							$\Sigma X = 1170$
AVERAGE							$M_1 = 53,18$

Note :

C : Content

O : Organization

LU : Language Use

V : Vocabulary

M : Mechanic

Mean of Pre Test :

$$M_1 = \frac{\sum X_1}{N} = \frac{1,170}{22} = 53,18$$

(It means that the mean of Pre test in Experimental Class is 53,18).

Table 4.2
Post Test of Experiment Class

No	Initial Name	Items					Score
		C	O	LU	V	M	
1	AP	22	14	17	14	4	71
2	AAF	23	14	18	14	4	73
3	AN	22	14	18	14	3	71
4	DRR	18	11	12	11	3	55
5	FR	22	7	16	14	2	61
6	FTA	26	18	20	15	5	84
7	HR	23	14	13	15	3	68

8	MHS	27	18	21	18	5	89
9	SN	22	15	17	16	4	74
10	MRA	21	13	11	13	3	61
11	MAK	28	20	24	19	5	96
12	DSH	22	14	11	13	3	63
13	AYS	22	17	17	13	3	72
14	AI	21	16	15	12	3	67
15	RG	22	14	11	10	3	60
16	RF	23	17	21	18	4	83
17	RE	21	13	11	13	3	61
18	MRM	22	15	19	14	5	75
19	SPY	27	19	23	19	5	93
20	SPS	21	13	17	14	4	69
21	S	20	17	11	13	4	65
22	FM	28	19	23	19	4	93
TOTAL							$\Sigma_x = 1,604$
AVERAGE							$M = 72,91$

Note :

C : Content

O : Organization

LU : Language Use

V : Vocabulary

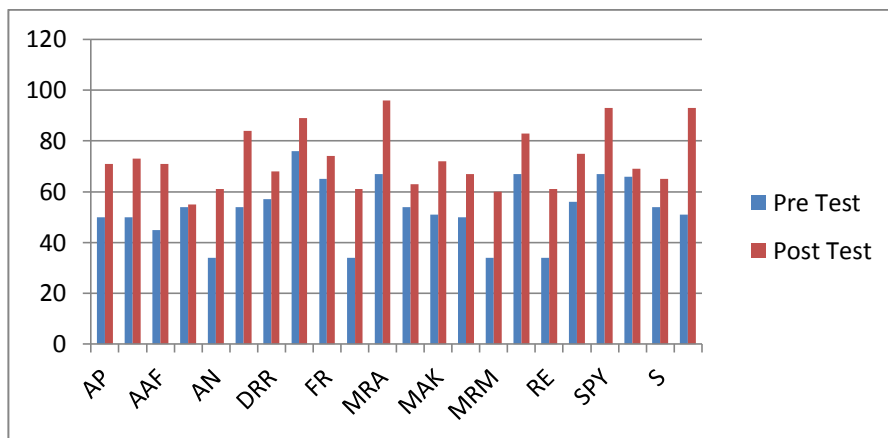
M : Mechanic

Mean of Post Test :

$$M_1 = \frac{\sum X_1}{N} = \frac{1,604}{22} = 72,91$$

(It means that the mean of Post test in Experimental Class is 72,91).

The table 4.1 and 4.2 showed the result of pre test and post test at experimental class. The data showed at pre test the maximum score is 76 and the minimum score is 34. The student who got the maximum score is one student and students who got the minimum score is four students. While The data showed at post test the maximum score is 96 and the minimum score is 55. The student who got the maximum score is one student and also student who got the minimum score is one student. The writer describe the student's score of pre test and post test of experiment class by the graphic as follow :

Graphic 4.1**The Score Pre Test and Post Test of Experimental Class**

The graphic 4.1 above showed about the comparison between the score of pre test and post test at experiment class. The score showed that the result of experiment class got improvement after giving treatment. It seen from the average score of post test is better than the average score of pre test, that is $72,91 > 53,18$. It means that teaching TTW strategy can improve students writing recount text.

2. Control Class

The writer describes the result of pre-test in the control class on the table bellows:

Table 4.3
Pre Test of Control Class

No	Initial Name	Items					Score
		C	O	LU	V	M	
1	AAA	19	12	12	12	3	58
2	AF	20	9	10	17	4	60
3	AS	19	10	10	10	3	52
4	AM	20	10	11	14	4	59
5	DH	13	7	5	7	2	34
6	DAR	13	7	5	7	2	34
7	H	21	13	17	13	3	67
8	MAD	18	13	11	11	3	56
9	NA	17	13	11	10	3	54
10	NN	13	7	5	7	2	34
11	MH	13	7	5	7	2	34
12	IS	16	10	11	10	3	50
13	R	17	9	10	9	2	47
14	SR	17	10	10	10	2	49
15	SRH	18	10	8	10	2	48
16	RDF	21	12	12	13	4	62
17	SAH	13	7	5	7	2	34
18	SF	13	7	5	7	2	34
19	SN	20	10	10	14	4	58
20	SS	21	13	10	9	3	56
21	YFS	14	8	9	8	3	42

22	AAS	15	9	10	9	3	46
TOTAL							$\Sigma X = 1068$
AVERAGE							$M = 48,55$

Note :

C : Content

O : Organization

LU : Language Use

V : Vocabulary

M : Mechanic

Mean of Pre Test :

$$M_2 = \frac{\Sigma X_2}{N} = \frac{1068}{22} = 48,55$$

(It means that the mean of Pre test in Control Class is 48,55).

Table 4.4
Post Test of Control Class

No	Initial Name	Items					Score
		C	O	LU	V	M	
1	AAA	18	11	11	11	2	53
2	AF	19	10	12	11	4	56
3	AS	17	10	11	10	4	52
4	AM	27	18	22	18	5	90

5	DH	16	9	10	9	2	46
6	DAR	17	10	11	10	3	51
7	H	22	13	18	14	3	70
8	MAD	22	15	19	14	5	75
9	NA	26	18	20	15	5	84
10	NN	14	8	6	8	2	38
11	MH	14	7	5	8	2	36
12	IS	22	17	21	17	5	82
13	R	21	13	14	15	3	66
14	SR	17	8	11	12	3	51
15	SRH	28	19	23	19	5	94
16	RDF	22	13	13	14	5	67
17	SAH	13	7	5	8	3	36
18	SF	17	10	9	9	3	48
19	SN	22	13	10	14	4	63
20	SS	25	15	19	16	4	79
21	YFS	15	9	10	9	3	46
22	AAS	16	10	10	10	3	49
TOTAL							$\Sigma_x = 1332$
AVERAGE							M=60,55

Note :

C : Content

O : Organization

LU : Language Use

V : Vocabulary

M : Mechanic

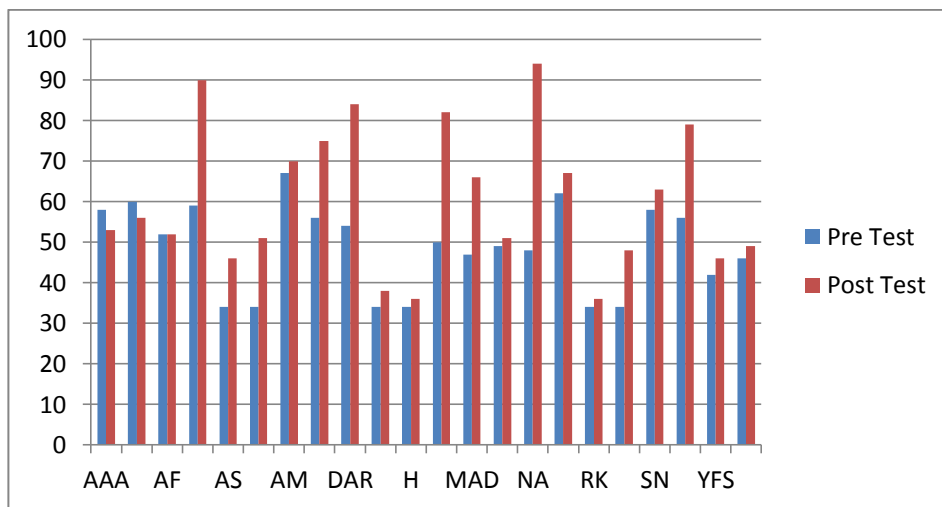
Mean of Pre Test :

$$M_2 = \frac{\sum X_2}{N} = \frac{1332}{22} = 60,55$$

(It means that the mean of Post test in Control Class is 60,55).

The table 4.3 and 4.4 showed the result of pre test and post test at control class. The data showed at pre test the maximum score is 67 and the minimum score is 34. The student who got the maximum score is one student and students who got the minimum score is six students. While The data showed at post test the maximum score is 94 and the minimum score is 36. The student who got the maximum score is one student and also students who got the minimum score is two student. The writer describe the student's score of pre test and post test of experiment class by the graphic as follow :

Graphic 4.2
The Score Pre Test and Post Test of Control Class



The graphic above showed about the comparison between the score of pre test and post test at control class. The score showed that the result of control class got improvement. It is seen from the average score of post test is better than the average score of pre test, that is $60,55 > 48,55$. But this class is lower than experimental class.

3. Interview result of experiment class

The interview result with 5 students as the representative of the experiment class, it portayed the

effectiveness of Think-Talk-Write (TTW) strategy in classroom has both positive and negative responses. Most students respinded that TTW strategy is a helpful guide in writing recount text and thinks this strategy is preferable because it helps them practice and improves their English writing ability.

B. Data Analysis

After collecting data from pre-test and post-test, the researcher analyze it by using statistic calculation of -Test by using fisher formula with significance degree 5% and 1%. The formula is as follow:

$$t = \frac{M1 - M2}{\sqrt{\left(\frac{\Sigma X_1^2 + \Sigma X_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

Notes :

M1 = Mean score of the experimental class

M2 = Mean score of the control class

Σx_1^2 = Sum square deviation score in experimental class

$\sum x^2_2$ = Sum of square deviation score in control class

N_1 = Number students of experiment class

N_2 = Number students of control class

2 = Constants number

df = Degree of freedom (df = $N_1 + N_2 - 2$)

Table 4.23

**The Result Calculation of Post Test at the Experiment Class
(X_1^2) and Post Test at the Control Class (X_2^2)**

No	Score		X_1	X_2	X_1^2	X_2^2
	Var. X_1	Var. X_2				
1	71	53	-1,91	-7,55	3,6481	57,0025
2	73	56	0,09	-4,55	0,0081	20,7025
3	71	52	-1,91	-8,55	3,6481	73,1025
4	55	90	-17,91	29,45	320,7681	867,3025
5	61	46	-11,91	-14,55	141,8481	211,7025
6	84	51	11,09	-9,55	122,9881	91,2025
7	68	70	-4,91	9,45	24,1081	89,3025
8	89	75	16,09	14,45	258,8881	208,8025
9	74	84	1,09	23,45	1,1881	549,9025
10	61	38	-11,91	-22,55	141,8481	508,5025

11	96	36	23,09	-24,55	533,1481	602,7025
12	63	82	-9,91	21,45	98,2081	460,1025
13	72	66	-0,91	5,45	0,8281	29,7025
14	67	51	-5,91	-9,55	34,9281	91,2025
15	60	94	-12,91	33,45	166,6681	1118,903
16	83	67	10,09	6,45	101,8081	41,6025
17	61	36	-11,91	-24,55	141,8481	602,7025
18	75	48	2,09	-12,55	4,3681	157,5025
19	93	63	20,09	2,45	403,6081	6,0025
20	69	79	-3,91	18,45	15,2881	340,4025
21	65	46	-7,91	-14,55	62,5681	211,7025
22	93	49	20,09	-11,55	403,6081	133,4025
Σ	1604	1332			2985,818	6473,455

After the writer calculated them based on the T test Formula :

1. The average score of experiment class.

$$M_1 = \frac{\Sigma X_1}{N} = \frac{1,604}{22} = 72,91$$

2. The average score of control class.

$$M_2 = \frac{\Sigma X_2}{N} = \frac{1332}{22} = 60,55$$

3. Sum of the Square Deviation score of experimental class.

$$\Sigma X_1^2 = 2985,818$$

4. Sum of the Square Deviation score of control class.

$$\Sigma X_2^2 = 6473,455$$

5. Determining T test by using this formula :

$$t_o = \frac{M1 - M2}{\sqrt{\frac{(\Sigma X_1^2 + \Sigma X_2^2)}{(N_1 + N_2 - 2)} \frac{(N_1 + N_2)}{(N_1 \cdot N_2)}}$$

$$t_o = \frac{72,91 - 60,55}{\sqrt{\frac{(2985,818 + 6473,455)}{(22 + 22 - 2)} \frac{(22 + 22)}{(22 \cdot 22)}}$$

$$t_o = \frac{12,36}{\sqrt{\frac{(9,459,273)}{(42)} \frac{(44)}{(484)}}$$

$$t_o = \frac{12,36}{\sqrt{(225,220)(0,09)}}$$

$$t_o = \frac{12,36}{\sqrt{20,27}}$$

$$t_o = \frac{12,36}{4,50}$$

$$t_o = \mathbf{2,75}$$

From the result of the calculation above, it is obtained that the value of t_o (t observation) is 2,75, after found the data the writer compared it with t_t (t table) both in degree significant 5% and 1%.

$$df = N_1 + N_2 - 2$$

$$= 22 + 22 - 2$$

$$= 44 - 2$$

$$= 42$$

The degree of freedom above is 42, but in the T table the value of 42 is not available, the writer decided to use the closer value to 42, that is 45.

C. Hypothesis Testing

To prove it, the data obtained from the experiment class and control class are calculated with the assumption as follows:

If $t_o > t_a$: The alternative hypothesis is accepted. It means that there is a significant effect between using TTW strategy.

If $t_o < t_a$: Null hypothesis is rejected. It means that there is no significant effect between using TTW strategy.

From the result of the calculation above, it is obtained that the value of t_o (t observation) which has been calculated by the T test formula is 2,75 and the degree of freedom (df) is 42 . Because the value of 42 is not

available in T table, the writer used the closer to 42, that is 45. with the degree freedom is 45, the writer tries to find the value of the T table both at the 5% significance and the 1% significance level.

In the T table of 5% significance (t_t) = 2,02

In the T table of 1% significance (t_t) = 2,69

$t_0 : t_t = 2,75 > 2,02$ In the degree of freedom 5% significance.

$t_0 : t_t = 2,75 > 2,69$ In the degree of freedom 1% significance.

Because t_0 is bigger than t_t both at the 5% significance and the 1% significance level, It means that there is an effectiveness of TTW strategy to improve student writing recount text.

D. Interpretation Data

This research was conducted to know the effectiveness of Think-Talk-Write strategy in improving student writing skills on recount text. The research had been done by the researcher indicated that the TTW

strategy in improving student in writing skill on recount text. It could be seen from tables that showed the increasing of students' writing score from pre-test and post-test. The increasing of students' score. In the class VII A as experimental class which consist 22 students, the highest score of pre-test is 76 and the lowest score is 34. While the data showed at post-test the highest score is 96 and the lowest is 55. Then the data VII B as control class, the highest score of pre-test is 67 and the lowest score is 34, while the data showed at post-test the highest score is 94 and the lowest score is 36.

The mean of pre-test and post-test by the student of VII A as an experimental class is 53,18 and the mean score of post-test is 72,91. While score obtained by the students of VII B as control class is 48,55 and mean score post-test is 60,55. The score showed that the result of experiment class got significant improvement after giving treatment than control class.

And then, the writer analysis using t-test, the result obtained that score of t_o ($t_{\text{observation}}$) is 2,75. Then, the writer find the degree of freedom by using formula $df = N_1 + N_2 - 2$ that is 42. Because the value of 42 is not available in T table, the writer used the closer to 42, that is 45. The result from T table showed $t_o : t_t = 2,75 > 2,02$. Un the degree of freedom 5% significance and $t_o : t_t = 2,75 > 2,69$ in the degree of freedom is 1% significance.

The statistic hypothesis states that t_o higher that t_t , it shows the that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is significance effectiveness of Think Talk Write (TTW) strategy to improve student writing ability on recount text at the Seventh Grade of MTs Daarul Ahsan Jayanti-Tangerang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the writers research about the effectieveness of Think Talk Write (TTW) strategy to improve students writing on recount text, the writer takes conclusion, they are:

1. Students Writing recount text at the Seventh grade of MTs Daarul Ahsan Jayanti-Tangerang before given the treatment is low. It can be seen from the result of pre-test at experimental class, the lowest score is 34 and the higher score is 74 and the students mean scores is 53,18. The result of pre-test at control class, the lowest score is 34 and the highest score is 67 and the students mean scores is 48,55.
2. From The result of pre-test and post-test in experimental class (using TTW strategy) and a control class (without TTW strategy) the writer obtained that

score of t_o ($t_{\text{observation}}$) is 2,75. Then, the writer find the degree of freedom by using formula $df = N_1 + N_2 - 2$ that is 42. Because the value of 42 is not available in T table, the writer used the closer to 42, that is 45. The result from T table showed $t_o : t_t = 2,75 > 2,02$. Un the degree of freedom 5% significance and $t_o : t_t = 2,75 > 2,69$ in the degree of freedom is 1% significance. It means that t_o higher that t_t , it shows the that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is significance effectiveness of Think Talk Write (TTW) strategy to improve student writing ability on recount text at the Seventh Grade of MTs Daarul Ahsan Jayanti-Tangerang.

B. Suggestions

Based on the conclusion above, this study wants to propose some suggestion that might be useful:

1. For the teachers, they should be creative in applying the TTW strategy. It is better if the teacher apply the

TTW strategy the class to create more of students' interested in participate the activity. Moreover, the teacher should be well prepared in applying TTW strategy because teachers' preparation really influences the successful of teaching and learning process.

2. For the students, because many students has a experience story like about their familys, scholl, friends, and holiday. It is recommended to practice and explore the sense of sight while learning about five senses. These activities help children explore and understand their sense of sight while learning about five senses and predict what it's like without seeing. Because as we know that recount text in writing tells the past story. In addition, many students feel interest and have interest to learning English.
3. For the further researchers, particularly those who interested to conduct same research and have some problem, it is suggested to apply TTW strategy in the

same field in their research or apply to teach other English language skill, for instance listening or speaking. And in speaking also, students can actualization their comprehension about recount text because it can help students themselves ability to relate those elements of speaking orally.