CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis, definition of key terms, and organization of the study.

A. Background of the Study

Nowadays, English is one of the international languages which have become popular. People use it to have international communication and to cooperate among people in different countries. Because of this reason, Indonesian government decided English to be taught at schools as the first foreign language. There are four language skills in teaching English, there are listening, speaking, reading, and writing. Generally, language can be spoken and written, so it is also necessary to learn writing.

Writing is very interesting to be learned, because many learners considered that writing as the most difficult as other skills. According to Cohen and Riel (1989), writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and other. Through writing, people can explain or describe many things. As a result, people miles away from the writer can get information by reading the written message.

Writing is one difficult problem in English skill, because to write a good writing, students have to follow the rules of the target language. In writing skill, the sudents have to master vocabulary and know how to use grammar in making texts or sentences. In writing students try to elaborate their idea or they must express idea to achieve writing form. Moreover, writing can also develop the writer's understanding of an issue by organizing their ideas on a peace of paper.Richards and Renandya (2002: 303) state that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. There are many ways to express writing and one of them is through a text.

There are many text types taught in Senior High School. Each text has different social function, generic structures, and language features. One of the text taught for the second grade students in Senior High School is analytical exposition.Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of the text can be found in scientific books, journals, magazines, newspaper articles, etc.

Harmer (2007: 330) explains that in teaching writing, the English teacher will motivate the students, creating the right conditions for the generation of ideas, persuading them of usefulness activity, and encouraging them to make as much effort as possible for maximum benefit. In teaching writing, the teacher should remind one of important purpose of learning English in the

school that is to increase students' interest in learning English. To achieve the purpose, the teacher should understand students characteritics. Moreover, to improve students' ability in writing skill, English teacher should provide materials, which is suitable with the curriculum and the suitable method in teaching learning process.

In teaching writing, the teacher has different kinds of method and strategy. The teacher should know which strategy is appropriate for students. One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW). Think-Talk-Write (TTW) is a strategy that facilitate the excercise of language both oral and written fluently. A research conducted by Dhamayanti (2013) showed that this strategy encourages the students to think, talk, write based on the particular topic. Think-Talk-Write (TTW) strategy is used to develop the writing fluently and exercise the language before writen them.According to Suyatno (2009:66) this strategy starting with thinking through reading, the result of reading is communicate through presentation or discussion.

Based on the explanation above the researcher is inspired to conduct a research entitled "The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching Analytical Exposition Writing of The Second Graders Students at MAN Trenggalek" . The reasons why the researcher chose the topic because the researcher wants to know students' ability in writing and to introduce Think-Talk-Write (TTW) as strategy in teaching writing. In this strategy there are some steps, and every step created students to be active.

B. Research Problem

The problems to be discussed in this study are formulated as follows :

1. How is the students' ability in writing analytical exposition text before being taught by Think-Talk-Write (TTW) strategy?

2. How is the students' ability in writinganalytical exposition text after being taught by Think-Talk-Write (TTW) strategy?

3. Is there any significant differenceof thestudents' ability in writing analytical exposition text before and after being taught by Think-Talk-Write (TTW) strategy?

C. Objective of the study

The objectives of the study can be stated as follows :

1. To know the students' ability in writinganalytical exposition text before being taught by Think-Talk-Write (TTW) strategy.

2. To know the students' ability in writing analytical exposition after being taught by Think-Talk-Write (TTW) strategy.

3. To know whether or not there is significant difference of students' ability in writing analytical exposition text before and after being taught by Think-Talk-Write (TTW) strategy.

D. Significance of the study

After having done the study, the researcher demands the significances of the study to be useful for :

1. For English Teacher

    To know the improvement students' ability in writinganalytical exposition text and solve students difficulties in writing analytical exposition text by Think-Talk-Write (TTW) strategy.

2. For Students

    To motivate the students to improve students' ability in writing analytical exposition text by Think-Talk-Write (TTW) strategy.

3. For Readers

    To inform the readers the way to solve the problem faced by the students of second graders students at MAN Trenggalek and to inform the reader about how to improve writing and how to teach writing.

4. For Researcher

    Hopefully, this research will be useful to give an easier to improve students' ability in writing analytical exposition text by Think-Talk-Write (TTW) strategy. Beside that, the researcher will get more information to improve the final project.

E. Scope and limitation of the study

Limitation is very useful for the researcher. It is used to limit the area that will be analyzed in order that it is not to wide in this research. This topic focuses in The effectiveness of Think-Talk-Write (TTW) strategy in teaching analytical exposition writing. The researcher will observe second graders students at MAN Trenggalek as object of the research.

F. Hypothesis

The hypothesis of the research is :

1. Null Hypothesis (H_0)

    There is no significant different on the students' ability in writing analytical expositiontext who are taught before by Think-Talk-Write (TTW) strategy and after by Think-Talk-Write (TTW) strategy.

2. Alternative Hypothesis (H_a)

    There is significant different on the students' ability in writing analytical expositiontext who are taught before by Think-Talk-Write (TTW) strategy and after by Think-Talk-Write (TTW) strategy.

G. Definition of key terms

1. Effectiveness

    The effectiveness of the key term is the producing the result that wants the doer, Mafdhuha (2010:5). In other, effectiveness means producing some effect from the strategy is done tested. The result can be significant or not.

2. Think-Talk-Write (TTW)

    According to Suyatno (2009:66) states this learning starting with thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion.

3. Teaching

   Teaching is a process of giving lesson or process of transformation from teacher to the students.

4. Analytical Exposition Text

   Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.

5. Writing

   Writing is specific abilities which help writer put their thought into words in a meaningful form and mentally interact with the message.

H. Organization of the study

   This thesis is devided into five chapters with the following form :

   Chapter I presents the introduction which consists of background of the study, research problem, objective of the study, significant of the study, scope and limitation of the study, hypothesis, definition of key term, organization of the study.

   Chapter II consist of general concept of writing (definition of writing, writing process, purposes of writing), teaching (definition of teaching, the roles of teaching), genre (definition of genre, kinds of genre), analytical exposition text (definition,generic structure, language features, example of analytical exposition text), think-talk-write strategy (definition of tink-talk-write, steps of think-talk-write, teacher's position in think-talk-write, the advantages of think-talk-write), and provious of studies.

Chapter III consist of research design, population, sample, and sampling, variable of the study, research instrument, validity and reliability testing, normality and homogeneity testing, data collection method, data analysis, hyphotesis testing.

Chapter IV consist of description of data, data analysis, hypothesis testing, discussion.

Chapter V consist of cunclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of literature. It consist of (1) general concept of writing, (2) teaching, (3) genre, (4) analytical exposition, (5) think-talk-wrire strategy, (6) previous of studies.

A. General Concept of Writing

1. Definition of Writing

Writing is a system for interpersonal communication using visible signs or graphic symbols on a plat surface such as in paper. Yet, not everyone is able to write, even though every normal person is able to speak his native language from the first few years of his life. We acquire the ability to speak at home without systematic instruction. But writing is different. We need to be taught how to write first. It is usually in school that we learn to write. In writing, we must master vocabulary and know how to use grammar in making text or sentences.

According to Hedge (2003:302) writing is the result of employing strategies to manage the composing process, which is one gradually developing text. It involves a number of activities : setting goals, generating idea, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing.

Harmer (2007: 33) stated that writing is frequently useful as preparation for some other activity, in particular when students write sentence as preamble to discussion activities. There are some rules of the teacher when students are asked to write the one that are especially important are as follows:

a. Motivator: writing tasks will be motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

b. Recource: especially during more extended writing task, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestion in a constructive way. Becouse writing takes longer than conversation, for example, there is usually time for discussion with individual student or students working in pairs or groups to complete a writing tasks.

c. Feedback provider: teachers should respond positively and ancouragingly to the content of what the students have written. When offering correction, teachers will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

2. Writing Process

Cooper (2000: 344) explains that process writing is an approach to teaching writing that allows students to take charge of their own writing and learning. The process writing approach includes four steps: Prewriting, drafting, revising, and editing. In order to have clear understandings, they are presented in details as follow :

The first stage is prewriting. Prewriting deals with a set of strategies to generation ideas about a certain topic in the begining of writing process. Prewriting is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. According to Christenson (2002), prewriting involves everything the writer does before beginning actual task of writing, including background knowledge, generating ideas, and making plans for approaching the writing taks.In prewriting, way to get started follow:

a. Brainstorming

It offers a students-centered activity that can be very beneficial for writing class students, since they freely generate ideas based on the principle of avoiding judgment whether the ideas are good or not. The generation phase comes first before the judgment one. This activity then hopefully can give a situation where the students feel free to express their ideas or thought.

b. Listing

Listing is a activity which one thinks about a topic and quickly makes a list of whatever words or phrases coming into mind. The purpose is to produce ideas as many as possible in a short time, and the goal is to find a specific focus for the topic (Oshima & Hogue, 1999:4).

c. Clustering

Clustering is making visual map of ideas. This activity, writers can begin with a topic circled in the middle of a sheet of paper. Then, they draw a line out from the circle and write ideas associated with the topic. They continue to map or cluster until they can not think of anymore ideas. Finally, many ideas come arround the core.

d. Freewriting

Freewriting is a activity which one writes freely about a topic because of looking for a specific focus. When the students do not know what to write about a particular subject or when they are blocked in a composition, freewriting sometimes helps. In freewriting, the students write as fast as they can in about ten minutes without worrying about spelling, punctuation, erasing mistakes, or finding exact words. The students juts write without stopping, if they get stuck for words, they may wrire "I am looking for something to write" or repeat words until different words come.

e. WH-Questions

   Students generate *who*, *why*, *what*, *where*, *when*, and *how* questions about a topic. More such questions can be asked of answers to the first string of *wh-* questions, and so on. This can go on indefinitely.

In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaire.

   The second stage is drafting. After students have generated ideas, they need to write them down, and teachers have students draft their ideas in a number of ways. One way is to have students do component writing, in which they write different components of their texts within a certain period of time. Another way is to have students do one-sitting writing, in which they are encouraged to write a draft of their entire essay, from beginning to end, in one sitting. Another way is through leisurely writing, in which students begin a draft in class and are asked to finish it at their leisure at home.

   The third stage is revising. Once students have generated a draft, they can consider revision of the content and organization of their ideas. However, this is not necessarily easy for students to do. Some students have a limited understanding about what revision includes, and some lack the patience needed to go through a time-consuming and sometimes frustrating revision process. However, there are things teachers can do to teach students the concept of revision. Among others are revising to check the draft wether it

contains a topic sentence or not, identifying all supporting details whether they refer to topic sentence or not, and arranging the details logically.

The four stage is editing. According to Gebhard (2000:230) editing is another aspect of writing and requires recognizing problems in grammar (e.g., subject-verb disagrement, improper pronoun use, incorrect verb tense), syntax (e.g., fragments and run-on sentences), and mechanics (e.g., spelling and punctuation errors). Editing is not problematic in the way that revision is, becouse most students are willing to work hard at editing their word. However it does take much time, knowledge, experience, and commitment to become a good editor, and some students (and teacher) can become preoccupied with editing, so much so that they equate good writing with correct grammar, syntax, word choice, and mechanics rather that with the expression of meaning, of which editing is simple a part.

3. Purposes of Writing

Writing is used every day. Writing is thinking put on paper. Some people, of course, write more than others, for examples; students, executives, managers and journalists. We use writing in our daily lives for a number of reasons: to get things done, to inform, to persuade, to maintain relationships, to document occurrances or events, and to record feelings, experiences, and observations.

Littlejohn (1991:77) stated that writing as a means of developing the students' general ability in English, is greatly undervalued in most languange

course. Writing has two basic aims: firstly, to develop general language proficiency through writing; secondly, to develop skill in writing itself.

B. Teaching

1. Definition of Teaching

Teaching is a process of giving lesson or process of transformation from teacher to students.According to John and Foster (1976) in Muayyadah (2011) teaching is one aspect of education an interaction between a teacher, a person who can intelligent behaving and learning, a person who is inquiring intelligent behavior. Teaching is helping the students to do something new. Therefor, in teaching and learning process, students can understand about what have been given by the teachers.

Richards and Renandya (2002: 6) state that teaching is viewed as driven by teachers' attempts to integrade theory and practice. The teachers create their own new understandings of teaching based on their knowledge. Teacher are responsible for a large amount of what happened in the classroom, such as: what is taught, the resources use, the type of activities, classroom management, assessment, feedback, etc. Mulyasa (2005: 34 – 35) explain that teachers have to make their students understand, know, and able to develop their knowledge that they have not know before. So, there are many ways that the teachers will do in learning process :

1. Making illustration: the illustration related to the topic or knowledge with the lesson

2. They have to add more knowledge or given more addition related of the material

3. Identifying material that have learnt briefly

4. Analyze: the teachers analyze and discuss the problems also opening question answer section little by little to give students' understanding

5. Giving question: the teachers give question to know students' output of the material that have learnt

6. Responding of students' questions

7. Providing media to complete the material

8. Matching method of learning

9. Giving sense: make material easy to understand by the students, make the students more spirit and enthusiast to follow it

10. Design lesson which reflect the learners' need and develop their communicate skill

11. Monitor and correct sensitively

12. Tell learners not to worry about making mistakes

13. Encourages good learning habit inside and outside the classroom

14. Keeps track of progress, gaps in learning ability, and repeat error

2. **The Roles of Teaching**

According to Harmer (2007:108) there are five roles of teacher, those are:

a. Controller: when teachers act as controllers, they are in charge of the class and of the activity taking place and are often 'leading from the

front'. Controllers take the register, tell students things, organise drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.

b. Prompter : when we prompt, we need to do it sensitively and encouragingly but, above all, with discreation. If we are too adamant, we risk taking initiative away from the student. If on the other hand, we are too retiring, we may not supply the right amount of encouragement.

c. Participant : the traditional picture of teacher during student discussions, role-plays or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening later to offer feedback and correct mistakes. However there are also times when we might want to join in an activity not only as a teacher, but also as a participant in our own right.

d. Resource : when we act as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoonfeed our students so that they become over-reliant on us.

e. Tutor : when students are working on longer projects, such as process writing or presentation for a talk or a debate, we can work with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, we are combining the roles of prompter and resource. It is difficult to be a tutor in very large group.

However, when students are working in small groups or in pairs, we can go round the class and staying briefly wit a particular group or individual, offer the sort of general guidance they are describing.

C. Genre

1. Definition of Genre

Genre is a term for grouping text together, representing how writers typically use language respond to recurring sttuations. According to Hartono (2005: 4) genre is used to refer to particular text-types, not to traditional varieties of literature. It is type or kind of text, defined in social purposes; also the level of context dealing with social purpose. The concept of genre based on the idea that members of community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily, Hyland (2004: 4) in Dhamayanti (2013).

For writing teachers, therefore, genre is useful concept becouse it pulls together language, and context, offering teachers a means of presenting students with explicit and systematic explanations of the way writing works to communicate.

Genre is term for grouping type or kinds of text in different social function, schematic structure, and linguistic feature. Teachers need to teach genre to the students in order to improve students' understanding about text, context, compasing text, etc.

2. Kinds of Genre

According to Hartono (2005: 5) genre divided into two groups, they are:

Story Genre	Factual Genre
Narrative	Procedure
News Story/ Items	Explanation
Exemplum	Report
Anecdote	Analytical Exposition
Recount	Hortatory Exposition
Spoof	Discussion
	Description
	Review
	Commentary

D. Analytical Exposition Text

1. Definition of Analytical Exposition Text

Analytical exposition is a type of spoken or written text that is intended to persuade the listener or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of the text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, research report, etc. Analytical exposition are popular among science, academic community and educated people.

2. Generic Structure of Analytical Exposition Text

The generic structure of analytical exposition has three components there are:

➤ Thesis

Pre-conclusive paragraph states the writers' point of view about the topic discussed. Writer has show himself in clear position of the discussed topic. Paragraph 1 is the thesis of this analytical exposition text.

For example It states the fact of the very fatal impact of the smoking habit. Clearly the writer wants to say that smoking is not good habit.

➤ Argument

Presenting arguments in analytical exposition text is as important as giving conflict plot. The series of argument will streng than the thesis before. Arguments it consist about point and elaboration. Point states the main argument. While elaboration develops and supports each point of argument.

For example, paragraph 2 and 3 are the detail arguments presented in a reporting fact to support that smoking is not good even for smoker themselves. Furthermore, people who do not smoke but they are in smoky area have the bad effect too from the smoking habit.

➤ Reiteration

This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments. For example, The last paragraph of analytical exposition points that smoking is not good for

smokers and people around smokers. However smoking is very good for Cigarette Companies.

3. **Language Features of Analytical Exposition Text**

Common grammatical patterns of a analytical exposition include :

➢ Using relation process

➢ Using internal conjuction

➢ Using casual conjuction

➢ Using simple present tense

4. **Example of Analytical Exposition**

Generic Structure	Text
Thesis	**Is Smoking Good for Us?** Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.
Arguments	Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

	Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.
Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

E. Think-Talk-Write (TTW)

1. Definition of Think-Talk-Write (TTW)

Think-Talk-Write (TTW) strategy is a strategy that facilitating the exercise of language both oral and written fluently.

Huinker and Laughlin (1996:82) in Zulkarnaini (2011) stated that Think-Talk-Write (TTW) strategy builds in time for thought and reflection and for the organization of ideas and the testing of chose ideas before students are expected to write.The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.

Suyatno (2009:66) stated that Think-Talk-Write (TTW) strategy starting with thinking through reading, the result of reading is communicate through presentation or discussion.

Yamin and Ansari (2008:84) stated that Think-Talk-Write (TTW) strategy is one of learning strategy which is purpose to improve students' understanding ability.

This strategy to be effective when students working in heterogeneous group to two until six students, are asked to explain, summarize, or reflect, Huinker and Laughlin (1996:82). *Some* activities students do in Think-Talk-Write (TTW) strategy; first, "*think*" we can see from the process in reading a

text related with the material. Next, we ask students to make note about what they have read. The notes will be read, explained, and discussed in their group. We can mention this steps as students "*talk*" activity. After the students finish discussing with their own group, the students will express the result of discussion in form of written text. Writing can help the students realize one of learning purpose and measure students understanding on the material have learned. This steps is students activity in "*write*".

In Think-Talk-Write (TTW) related with writing, because in the last activity students produce a text in form of writing. Think-Talk-Write (TTW) is one of suitable strategy to be use in writing. With the use strategy, teaching and learning process will be more interest to the students and make the students to be active. Because in this activity students can improve their ability to understand a text, students can improve their ability in speaking *(sharing)*,and of course can improve students ability in writing text.

2. Steps of Think-Talk-Write (TTW)

According to Yamin and Ansari (2008: 84) this is steps of Think-Talk-Write (TTW) :

a. Students reading a text and make notes about what they have read (Think), then discuss with their group.

b. The students do interaction and collaboration with their group to discuss the notes (Talk). In this activity, the students using their own word to explain ideas in their group.

c. The students express the result of discussion in form written text (Write). Writing can help the students realize one of learning prurpose and measure students understanding the material have learned.

d. The last learning activity is make a reflection and cunclusion about what they have learned. One of the students from each group presentation their answer, while other group give an idea.

3. **Teacher's Position in Think-Talk-Write (TTW)**

According to Yamin and Ansari (2009: 90) teacher's position in Think-Talk-Write (TTW) are:

a. Ask question and give assignments which is engage and challenge the students to think.

b. Listen carefully students' ideas

c. Ask students to express their ideas in form of written text.

d. As monitor and give score to the students participation in discussion. And decided how to motivate the students to be active.

Based on the statement above, the researcher conclude that teacher's position in Think-Talk-Write (TTW) as fasilitator. Teacher motivate the srudents to be active in teaching learning process.

4. **The Advantages of Think-Talk-Write (TTW)**

a. By providing open ended question, can develop the critical and creative thingking of students

b. By interaction and discussion with the group, will engage students actively in learning process

c. Familiarize students to think and communicate with themselves, friends and teacher

F. Previous of Studies

The prove that this study is effective to be used can be seen from the previous studies.

The first thesis written by Damayanti (2013) student of IKIP PGRI Semarang, "The Effectiveness of Think-Talk-Write (TTW) to Improve Students' Ability in Writing Recount Text (A Case of 8th Grade Students of SMPN 1 Petungkriyono Pekalongan in Academic Year 2012/2013). From the result of means score between experimental group and control group, the researcher got the mean score for experimental was 18,77. On the other hand, the mean score for control group was 11.13. It shows that the mean score of the experimental group was higher than control group. The result of T-test was 3.779 and the T-table for df 58 was 2.029. It means the value of T-test was higher than T-table (3.779 > 2.029), so null hypothesis (H_0) was rejected. It can be concluded that there is any significant different between the students' ability in writing recount text who were taught by using Think-Talk-Write (TTW) and who were taught without Think-Talk-Write (TTW). It means that Think-Talk-Write (TTW) was an effective for teaching writing.

The second is thesis written by Sofiyati (2012) student of University of Muria Kudus, "The Writing Ability in Narrative Text of the 8th Grade Students of SMP 1 Kalinyamatan Jepara in Academic Year 2011/2012 Taught by Using Think-Talk-Write (TTW) Strategy". From the result of research shows that a writing ability in narrative text before being taught by using Think-Talk-Write (TTW) strategy is low. (Mean = 45.94 and Standard deviation = 10.28). While the writing ability in narrative text after being taught by using Think-Talk-Write (TTW) strategy is good. (Mean = 67.72 and Standard deviation = 15.02). It can be concluded there is a significant difference between the writing ability in narrative text before taught by using Think-Talk-Write (TTW) strategy and after taught by using Think-Talk-Write (TTW) strategy, (t_0 = 7.19). So, using Think-Talk-Write (TTW) strategy in teaching writing ability in narrative text needs to be applied increase the student's ability in writing.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses the method used in conducting this study which covers (1) research design, (2) population, sample and sampling, (3) variable of the study (4) research instrument, (5) validity and reliability testing, (6) normality and homogeneity testing, (7) data collection method, (8) data analysis (9) hypothesis tessting

A. Research Design

Research may defined as a study of event, problem, or phenomena using systematic method, in order to understand it better and to develop principles and theories about it. This study will be conducted in an pre- experimental research design using quantitative approach with one group Pretest – Posttest design. According to Ary et. al. (2010: 26) experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or independent variable. The observed and measured variable is called the dependent variable. Experimental research can be done in laboratory, in this class, and in the field. In this research the experimental research has been done in the class with taking students as population.

This research is classified as pre-experimental research design because it is little or no control of extraneous variable. This design involves one group as

its subject and it involves three steps, there are pre-test, treatment, and post-test. Test before giving treatment called pre-test and after giving treatment called post-test. In the one group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. The design of this research can be seen at the table below :

Table 3.1 diagram of one-group pretest-posttest design

YI	X	Y2
Pre-test	Treatment (Independent variable)	Post-test (Dependent variable)

The procedure of pre experimental research that use One Group Pretest-Posttest design :

1. Administering a pre-test before applying strategy with a purpose measuring the students' writing achievement of second graders students at MAN Trenggalek.

2. Applying the experimental treatment teaching writing by Think-Talk-Write (TTW) in analytical exposition text as strategy to the subject of second graders students at MAN Trenggalek.

3. Administering a post-test after applying strategy with a purpose of measuring the students' writing achievement of second graders students at MAN Trenggalek.

In this research, the researcher wanted to know the effectiveness of Think-Talk-Write (TTW) strategy in teaching analytical exposition writing by conducting pre-experimental research. The impact was assessed by providing a specific treatment. The use of treatment is aimed at proving whether the increase scores possibly got by the researcher. Thus, the effectiveness of the treatment will be known the significant differences between the students who were taught before and after applying Think-Talk-Write (TTW) strategy.

B. Population, Sample and Sampling

1. Population

Population is defined as all members of any well-defined class of people, events, or objects, Ary et. al. (2010:148). Population is the all elements that become the areas of the research. It is consist of entire set of objects, observation, or score that have something in common. A population can be very large group. In this research, the researcher took the population of the second graders students at MAN Trenggalek which consist of nine class. The total numbers are 303 students.

2. Sample

Since the population is too large, so the researcher needs a sample. Selected of the sample is very important step in conducting a research study. According to Ary et. al (2010:148) sample is a portion of a population. Here, the researcher investigated the second grade students only, that is XI IPS 1 class. In this class, there are 30 students consists of 14 boys and 16 girls.

3. Sampling

According to Gay (1992:123) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. Sampling is also as a way to obtain sample as a part of population. In this research, the researcher used purposive sampling technique. Purposive sampling technique is a type of non probability sampling where the researcher consciously selects particular elements or subjects for addition in a research so as to make sure that the elements will have certain characteristics pertinent to the research. Purposive sampling is sample which is taken because the researcher believe that she/he could give sufficient information. The researcher use purposive sampling they have sufficient knowledge on English material. So, the researcher believe that XI IPS 1 class at MAN Trenggalek can give sufficient information.

C. Variable of the Study

Variable is a concept – a noun that stands for variation within a class of object, such as gender, eye color, achievement, motivation, or running speed, R. Fraenkel (1996:51). Variable can classified in several way. Two other terms for variable that are frequently mentioned in the literature are independent variable and dependent variable.

1. Independent variable (X) is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more groups receive the experimental manipulation or

treatments. The independent variable in this research is teaching writing by using think-talk-write strategy.

2. Dependent variable (Y) is the response or the criterion variable that in presumed to be caused by or influenced by the independent treatment condition and any other independent variables. The dependent variable in this research is student's achievement in writing ability.

D. Research Instrument

Research instrument is a tool of collecting data that should be valid and reliable. According to Arikunto (2006:149) the device the researcher uses to collect data is called instrument. Actually there are two kinds of instrument, those are test and non-test. In this research, the researcher uses test as instrument. Test is a series question, exercise or other means which are used tomeasure the skill, knowledge, intelligent, ability or talent that have by individual or group, Arikunto (2006:150). In this research the researcher used achievement test. Achievement test is test that is used to measure the process that students making after lern something, Isnawati (2011:14). This test used to measure the students achievement in writing skill before and after they taught by Think-Talk-Write (TTW) strategy. The material of the test is taken from English book which related to their subject and based on senior high school curriculum with the subject analytical exposition text.

In this research , there are two kind of test that should be done by the researcher, there are pretest and posttest.

1. Pretest

   Pretest was administering before the students were taught by Think-Talk-Write (TTW) strategy or before treatmnet process. Pretest is given to know how far the students' ability in analytical exposition writing before being taught by Think-Talk-Write (TTW) strategy. This test is write about analytical exposition paragraph. Time allocation of the test is 80 minutes. Pre-test was held on May, 21st 2014.

2. Posttest

   Posttest was administering after the students were taught by Think-Talk-Write (TTW) strategy or after treatment process. Posttest is given to know the basic competence for students and to know theory earlier knowledge after they get treatment. It is done to know the final score and to know the difference achievement before and after they get treatment. The test of post-test is write about analytical exposition paragraph by applying Think-Talk-Write (TTW). Time allocation of the test is 80 minutes. Post-test was held on May, 26th 2014.

E. Validity and Reliability Testing

Researcher is always dependent upon measurement. There are two important characteristics that every measuring instrument should go trough a process of validity and reliablity check.

1. Validity

Gronlund in Brown (2004: 22) stated that validity is the most complex criterion of an effective test and the most important principle of language testing. It is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment.

Test validity presupposes that the writer can be explicit about what is to be tested and takes steps to ensure that the test reflects realistic use of particular ability to be measured, Weir (1993: 19).

Heaton (1989:159) defines the validity of a test as the extent to which it measures what it is supposed to measure and nothing else. To measure whether the test has a good validity, the researcher analyzed the test from content validity and construct validity.

a. Content validity

Content validity is the degree to which a test measures an intended content area (Gay, 1992:156). This research, the test had have content validity because the researcher made this test based on the course objectives in syllabus of second graders students at MAN Trenggalek. In this test, the researcher asked the students to write about analytical exposition based on the topic which was given by the researcher. The content validity in this research as follow:

Table 3.2 Content Validity

No.	Material	Competence Indikator
1.	Analytical exposition text	- Students are able to write about analytical exposition - Students are able to write the text in the form of present tense - Students are able to write the text with generic structure clearly

b. Construct validity

Construct validity is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. Brown (2004:25) mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perception.

In this research, the researcher ask the students to write about analytical exposition text to measure the students' skill in writing. The researcher classify the score using writing analytical scoring rubric by Cohen (1994:328-329). The technique of scoring is based on five aspect, they are content, organization, vocabulary, grammar, and mechanic.

Table 3.3 Analytical Scoring Rubric

Aspect	Criteria	Score
Content	- Main ideas stated clearly and accurately,change of opinion very clear	5
	- Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	- Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak	3
	- Main ideas not clear or accurate, change of opinion weak	2
	- Main ideas not all clear or accurate, change of opinion very weak	1
Organization	- Well organization and perfectly coherent	5
	- Fairly well organized and generally coherent	4
	- Loosely organized but main ideas clear, logical but incomplete sequencing	3
	- Ideas disconnected, lacks logical sequencing	2
	- No organization, incoherent	1
Vocabulary	- Very effective choice of words and use of idioms and word forms	5
	- Effective choice of words and use of idioms and word of forms	4
	- Adequate choice of words but some misuse of vocabulary, idioms and word forms	3
	- Limited range, confused use of words, idioms, and word of forms	2
	- Very limited range, very poor knowledge of words, idioms, and word forms	1
Grammar	- No errors, full control of complexe structure	5
	- Almost no errors, good control of structure	4
	- Some errors, fair control of structure	3
	- Many errors, poor control of structure	2
	- Dominated by errors, no control of structure	1
Mechanics	- Mastery of spelling and punctuation	5
	- Few errors in spelling and punctuation	4
	- Fair number of spelling and punctuation errors	3
	- Frequent errors in spelling and punctuation	2
	- No control over spelling and punctuation	1

2. Reliability

According to Heaton (1989:162) reliability is necessary characteristic of any good test for it to be valid at all, a test must first be reliable as a measuring instrument. The reliability of the test is its consistency. Thus, reliability is a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination.

In this test, the researcher used test retest where the researcher examines the test twice with the same respondence in the different time. The researcher conduct the test to know the test reliable or not. The respondent is 20 students at MAN Trenggalek of XI IPS 3 class. After that, the researcher analyzed the correlation of two scores by using Pearson correlation which is called Product Moment Pearson. For analyzing the correlation the researcher uses SPSS 16.0 for windows.

From the correlation analyzing, the researcher got the correlation of two score. The value of correlation is 0.876 it means that correlation of score pretest and posttest very strong because the value is 0.80-1000. From this explanation, it was found that this test is very reliable. The raw score can be seen at the appendix II.

F. Normality and Homogeneity Testing

1. Normality

Normality test are used to determine whether a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distribution.

To know the normality, the researcher used *One-Sample kolmogorov-Smirnov test* with SPSS 16.0. The hypothesis for testing normaly are:

a. H_0 : Data is in normal distribution

b. H_a : Data is not in normal distribution

Critic area in which H_0 is rejected when the significance value is lower than 0.05 ($\alpha = 5\%$). The analysis is as follows:

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		30	30
Normal Parameters[a,b]	Mean	68,93	80,00
	Std. Deviation	13,521	6,968
	Absolute	,133	,167
Most Extreme Differences	Positive	,109	,150
	Negative	-,133	-,167
Kolmogorov-Smirnov Z		,727	,913
Asymp. Sig. (2-tailed)		,666	,375

a. Test distribution is Normal.

Based on the output from SPSS 16.0 is know that the significance value from pretest 0.666 and from the posttest is 0.375. Both value from pretest and posttest are bigger than 0.05. The sig/p value on pretest is 0.666 and it is bigger than 0.05 (0.666 > 0.05).It means that H_0 is accepted and H_a is rejected and the data is in normal distribution. Then for posttest score the value of

sig/p is 0.375 and it is bigger than 0.05 (0.375 > 0.05). It also means that H_0 is accepted and H_a is rejected and the data is in normal distribution. So, it can be interpreted that both of data (pretest and posttest score) are normal distribution.

2. Homogeneity

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a correlative study which is predictive, the model which is used must be appropriate with the composition and its distribution

To know the homogeneity, the researcher used one way anova with SPSS 16.0. The result can be seen in table below :

ANOVA

Pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1490,121	7	212,874	1,229	,329
Within Groups	3811,746	22	173,261		
Total	5301,867	29			

The pretest is called homogeny if the significant score more than 0.050. Based on the table above that test is homogeneity because 0.329 > 0.050.

ANOVA

Posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	696,533	9	77,393	2,176	,071
Within Groups	711,467	20	35,573		
Total	1408,000	29			

The posttest is called homogeny if the significant score more than 0.050. Based on the table above that test is homogeneity because 0.071 > 0.050.

G. Data Collection Method

Data collection method is the way the researcher collect data. Method of data will provide reality about some steps which are used in the process of collecting data. To get the data the researcher used method of data collecting as follows:

a. Pretest

Pretest to measure the students' ability in analytical exposition writing before given treatment. Pretest provides a measure on some attribute or characteristic that you assess for participant in an experimental before they receive a treatment, Creswell (2008:301). At the first meeting, the researcher gave a pretest to the students. It was conducted to know the students score in analytical exposition writing before taught by Think-Talk-Write (TTW) strategy. In this test, the researcher ask to the students to make analytical exposition paragraph by using their own technique in writing analytical

exposition text. The topic that given from the researcher. The topic is "Forests towards Our Life".

b. Treatment

Treatment is treating person or thing. Treatment is the application of the new technique by the researcher to know that the technique can be accepted or not. The treatment is done after getting score in pretest. Here, the treatment is done in XI IPS 1 class in two meeting. The steps in treatment is will be described as follow:

Table 3. 4 The steps of treatment

No.	Steps	Teacher Activities	Students Activities
1.	Opening	- Greeting - Checks the presence the class that day	- Answering greeting - Brain storming
2.	Main teaching	- Giving explanation about analytical exposition text - Giving example of analytical exposition text - Giving question related the topic	- Listening the explanation from the researcher - Answering the question from the teacher

		- Ask to the students to write analytical exposition paragraph. (*The researcher applying Think-Talk-Write (TTW)*)
		  ➤ Divided the student into group
		  ➤ Give text to the students
		  ➤ Ask the students to read and make some
			- The students begin working in writing analytical exposition paragraph about

		note about the text *(think)* ➤ Ask the students to discuss the note (make argument) by using own word *(talk)* ➤ Ask the students to write the result of discussion in the form written text *(write)*	
3.	Closing	- Giving conclusion and comment about material - Closing the meeting	- Giving responses

c. Posttest

Posttest is one kind of test which given after treatment of the students. A post-test is a measure on some attribute or characteristic that is assessed for participants after a treatment, Creswell (2008:201). It is to know the result of the new technique given is there effective or not. Posttest is given in the last meeting of teaching learning process. In this test, the researcher ask the students to make analytical exposition paragraph by applying Think-Talk-Write (TTW) with the topic that given by the researcher. The topic is "The Important of English Language".

H. Data Analysis

According to Arikunto (2006:138) quantitative data is a technique to analysis and count the data. It means, managing and analyzing quantitative data collected from the researcher. The researcher used quantitative data

analysis by using statistical computation. The data collected (data result) was processed by comparing with the first data (pretest) and the second data (posttest) to see wether there will be significant difference after given by treatment. To know the significant differnce on the students' achievement in analytical exposition writing before and after taught by Think-Talk-Write (TTW) strategy, the researcher in this research uses paired sample T-test at SPSS 16.0 for windows.

I. Hypothesis Testing

The hypothesis of this study was as follow:

1. If the significant level is bigger than significant value, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is different score on the students' writing achievement before and after being taught by Think-Talk-Write (TTW) strategy. The different is significant.

2. If the significant level is smaller than significant value, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is accepted. It means that there is not different score on the students' writing achievement before and after being taught by Think-Talk-Write (TTW) strategy. The different is not significant.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings that include (1) the description of data, (2) data analysis, (3) hypothesis testing, (3) discussion.

A. The Description of Data

In this section, the researcher presents the students writing ability before and after being taught by Think-Talk-Write (TTW) stategy. As mentioned before, the researcher uses test as the instrument in collecting data. The test is administered to class XI IPS 1 at MAN Trenggalek. The question is instructing the students to write about analytical exposition text. There were 30 students as a subject at the research. The data of the students achievement before and after teaching writing by using Think-Talk-Write (TTW) can be seen in following table.

1. The students' achievement before being taught by Think-Talk-Write (TTW) strategy

This pretest was given by asking students to write about analytical exposition text. It was done before treatment process (teaching learning process by Think-Talk-Write (TTW) strategy). This test was intended to know the students' writing achievement before the students got treatment.

There are 30 students as subject at the research. Pretest was held on May, 21st

2014. The list of students' score in pretest can be seen in the table below:

Table 4.1 The students' score of pretest

No.	Subject	Component					Score	Total Score
		C	O	V	G	M		
1	A	4	4	4	3	2	17	68
2	B	4	4	4	4	4	20	80
3	C	3	3	4	3	3	16	64
4	D	3	4	3	3	3	16	64
5	E	3	3	4	3	2	15	60
6	F	4	4	5	4	4	16	84
7	G	3	4	3	3	3	16	64
8	H	4	3	4	4	2	17	68
9	I	4	3	4	4	4	19	76
10	J	2	2	3	3	2	12	48
11	K	3	2	2	3	2	12	48
12	L	4	5	5	4	4	22	88
13	M	4	4	5	4	4	21	84
14	N	4	5	4	5	4	22	88
15	O	4	4	4	4	3	19	76
16	P	3	3	4	3	3	16	64
17	Q	4	4	3	3	4	18	72
18	R	4	4	5	4	4	21	84
19	S	2	2	3	3	2	12	48
20	T	4	4	4	4	4	20	80
21	U	4	4	4	4	4	20	80
22	V	2	3	2	3	2	12	48
23	W	3	4	3	3	2	15	60
24	X	4	5	4	5	4	22	88
25	Y	2	2	3	3	2	12	48
26	Z	3	3	4	2	2	14	56
27	A1	4	3	4	2	2	15	60
28	B1	4	4	3	4	4	19	76
29	C1	4	4	5	4	4	21	84
30	D1	4	3	3	3	2	15	60

Table 4.2 Table of criteria students' score

No.	Grade	Criteria	Range Score
1	A	Excellent	91-100
2	B	Very Good	81-90
3	C	Good	71-80
4	D	Fair	51-70
5	E	Poor	0-50

Table 4.3 Descriptive statistic of pretest

Statistics

Pretest

N	Valid	30
	Missing	0
Mean		68,93
Median		68,00
Mode		48

Based on the tables above that consist of 30 students. It shows that the mean score in pretest is 68.93. Based on the criteria of students' score 68.93 is fair score. Then the median score in pretest is 68.00 and the mode score in pretest is 48.00.

Table 4.4 Frequency of pretest

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	5	16,7	16,7	16,7
	56	1	3,3	3,3	20,0
	60	4	13,3	13,3	33,3
	64	4	13,3	13,3	46,7

68	2	6,7	6,7	53,3
72	1	3,3	3,3	56,7
76	3	10,0	10,0	66,7
80	3	10,0	10,0	76,7
84	4	13,3	13,3	90,0
88	3	10,0	10,0	100,0
Total	30	100,0	100,0	

Table 4.5 Percentage of pretest

No.	Score	Fx	%
1	90-100	0	0
2	81-90	7	23.33%
3	71-80	7	23.33%
4	51-70	11	36.67%
5	0-50	5	16.67%
		N = 30	

Based on the table above frequency of pretest after distributed there are 5 students (16.67%) getting score between 0-50, it means that on the students' writing achievement is poor, 11 students (36.67%) getting score between 51-70, it means that on the students' writing achievement is fair, 7 students (23.33%) getting score between 71-80, it means that on the students' writing achievement is good, 7 students (23.33%) getting score between 81-90, it means that on the students' writing achievement is very good.

2. The students' achievement after being taught by Think-Talk-Write (TTW) strategy

This posttest was given to the students by asking students to write about analytical exposition text. It was done after treatment process (teaching learning process by Think-Talk-Write (TTW) strategy). This test was intended to know the students achievement after the students got treatment. There are 30 students as subject at the research. Posttest was held on May, 26th 2014. The list of students' score in posttest can be seen in the table below:

Table 4.6 The students' score of posttest

No.	Subject	Component					Score	Total Score
		C	O	V	G	M		
1	A	5	4	5	4	3	21	84
2	B	5	5	4	4	4	22	88
3	C	4	4	5	4	4	21	84
4	D	4	5	4	4	3	20	80
5	E	4	4	3	3	4	18	72
6	F	4	5	3	4	3	19	76
7	G	4	5	4	4	3	20	80
8	H	4	3	3	4	4	18	72
9	I	5	5	4	5	4	23	92
10	J	4	4	3	3	3	17	68
11	K	4	3	4	3	4	18	72
12	L	4	5	5	5	4	23	92
13	M	3	4	5	5	4	21	84
14	N	5	5	5	5	4	24	96
15	O	5	4	4	4	3	20	80
16	P	4	3	3	4	3	17	68
17	Q	3	3	4	4	3	17	68
18	R	4	4	5	4	4	21	84
19	S	4	5	4	4	3	20	80
20	T	4	4	5	3	4	20	80
21	U	5	4	5	4	3	21	84
22	V	4	5	4	3	4	20	80

23	W	4	5	4	4	4	21	84
24	X	4	5	4	4	3	20	80
25	Y	4	5	4	3	3	19	76
26	Z	5	4	5	4	3	21	84
27	A1	4	4	5	3	3	19	76
28	B1	4	4	5	3	4	20	80
29	C1	5	4	4	3	4	20	80
30	D1	5	4	4	3	3	19	76

Table 4.7 Descriptive statistic of posttest

Statistics

Posttest

N	Valid	30
	Missing	0
Mean		80,00
Median		80,00
Mode		80

Based on the tables above that consist of 30 students. It shows that the mean score in posttest is 80.00. Based on the criteria of students' score 80.00 is good score. Then the median score in posttest is 80.00 and the mode score in posttest is 80.00

Table 4.8 Frequency of posttest

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	3	10,0	10,0	10,0
	72	3	10,0	10,0	20,0
	76	4	13,3	13,3	33,3
	80	9	30,0	30,0	63,3

84	7	23,3	23,3	86,7
88	1	3,3	3,3	90,0
92	2	6,7	6,7	96,7
96	1	3,3	3,3	100,0
Total	30	100,0	100,0	

Table 4.9 Percentage of posttest

No.	Score	Fy	%
1	90-100	3	10.00%
2	81-90	8	26.67%
3	71-80	16	53.33%
4	51-70	3	10.00%
5	0-50	0	0
		N = 30	

Based on the table above frequency of pretest after distributed there are 3 students (10.00%) getting score between 51-70, it means that on the students' writing achievement is fair, 16 students (53.33%) getting score between 71-80, it means that on the students' writing achievement is good, 8 students (26.67%) getting score between 81-90, it means that on the students' writing achievement is very good, 3 students (10.00%) getting score between 91-100, it means that on the students' writing achievement is excellent.

So, there are differences data presentation between before taught by Think-Talk-Write (TTW) strategy and after taught by Think-Talk-Write (TTW) strategy. The data presentation that the score after taught by Think-

Talk-Write (TTW) strategy is higher than before taught by Think-Talk-Write (TTW) strategy.

B. Data Analysis

Data analysis was done to know the different score of the students' writing achievement in analytical exposition before and after being taught by Think-Talk-Write (TTW) strategy. To find out whether there is difference of students' writing achievement in analytical exposition before and after being taught by Think-Talk-Write (TTW) strategy, the researcher uses statistical test using *paired sample t-test* stated by SPSS 16.0 to ensure the effectiveness of Think-Talk-Write (TTW) strategy on the students' writing achievement. The result is as follow:

Table 4.10 Paired samples statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68,93	30	13,521	2,469
	Posttest	80,00	30	6,968	1,272

Based on the table above, *output paired samples statistic* shows the mean score of pretest (68.93) and mean of posttest (80.00), while N for cell there there are 30. Meanwhile, standard deviation for pretest (13.521) and standard deviation for posttest (6.968). mean standard error for pretest (2.469) and mean standard error for posttest (1.272).

Table 4.11 Paired samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	,504	,005

Based on the table above, *output paired samples correlations* shows the large correlation between samples, where can be seen numeral both correlation is (0.504) and numeral of significance (0.005). for interpretation of decision based on the result of probability achievement, that is:

a. If the probability > 0.05 then the hypothesis null accepted

b. If the probability < 0.05 then the hyphothesis null rejected

The large of numeral significant (0.005) smaller from (0.05). It means that the hypothesis clarify Think-Talk-Write (TTW) strategy is no significant different score by using Think-Talk-Write (TTW) strategy on the students' writing achievement of the second graders students at MAN Trenggalek is rejected. With other word, Think-Talk-Write (TTW) strategy is effective on the students' writing achievement in teaching writing.

Table 4.12 Paired sample test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	-11,067	11,682	2,133	-15,429	-6,704	-5,189	29	,000

Based on the table above, *output paired sample test* shows the result of compare analysis with using T-test. Output shows mean pretest and posttest is (-11.067) standard deviation (11.682), mean standard error (2.133). The lower different (-15.429), while upper different (-6.704). The result value of test t (-5.189) with df 29 and significance (0.000).

Interpretation toward t_{count} conducted by two method:

1. Based on the test score with compare t_{count} with t_{table} where df = 29, the result of numeral: 2.045 for standard significant 5% . With t_{count} -5.189, it means that more large from t_{table} (symbol minus in this matter ignored at standard significant 5%, it means the null hypothesis was rejected)

2. Based on the large of digit significant, in this case decision taken from determine:

   a. If probability > 0.05 then null hypothesis accepted

   b. If probability < 0.05 then null hypothesis rejected

With the numeral of significant 0.000, it means that smaller from 0.05, then the null hypothesis clarify that there is no significant different score by using Think-Talk-Write (TTW) strategy on the students' writing achievement for the second graders students at MAN Trenggalek is rejected.

C. Hypothesis Testing

3. If the significant level is bigger than significant value, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is different score on the students' writing achievement before

and after being taught by Think-Talk-Write (TTW) strategy. The different is significant.

4. If the significant level is smaller than significant value, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is accepted. It means that there is not different score on the students' writing achievement before and after being taught by Think-Talk-Write (TTW) strategy. The different is not significant.

Based on statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. The significant value of the research is 0.000, significant level 0.05 and the t_{table} 2.045 the *df* : 29 whereas the t_{count} 5.189. When the significant level (0.05) bigger than significant value (0.000) the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. While significant level (0.05) smaller than significant value (0.000) the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Because significant level (0.05) is bigger than significant value (0.000), it can be concluding that alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is different score on the students' writing achievement before and after being taught by Think-Talk-Write (TTW) strategy. There is different on *Paired Sample Statistic* that the mean before taught by Think-Talk-Write (TTW) strategy is 68.93, and after taught by Think-Talk-Write (TTW) strategy is 80.00, means that the mean before taught by Think-Talk-Write (TTW) strategy is lower than after taught Think-Talk-Write (TTW) strategy . Thus, it can conclude that taught by

Think-Talk-Write (TTW) strategy on the students' writing achievement for the second graders students at MAN Trenggalek is effective.

D. Discussion

From the result of research finding, showed that Think-Talk-Write (TTW) was effective used in teaching analytical exposition writing, because there was significant different result between teaching analytical exposition writing by using Think-Talk-Write (TTW) and using conventional learning method.

Based on the data analysis, the researcher knows that t_{count} bigger that t_{table} (5.189 > 2.045). It means that the alternative hyphotesis (H_a) is accepted and null hyphothesis (H_0) is rejected. Thus, the finding mean that taught by Think-Talk-Write (TTW) given significant effect on the students' writing achievement was effective to improve students' writing skill. It is strengthened by Yamin and Ansari (2008:84) stated that Think-Talk-Write (TTW) is one of learning strategy which is purpose to improve students' understanding ability. Using Think-Talk-Write (TTW) strategy in teaching writing is an alternative to make the students more enthusiasm, interested and make the students to be active in teaching and learning process, because in this activity the students can expressing their idea, talking and sharing with others. As theory stated by Huinker and Laughlin (1996) that Think-Talk-Write (TTW) is a strategy which can train the students' ability to think and learning to communicate (sharing).

Based on the research method, the teaching learning process was divided into three steps. First steps is giving pretest for the students to know on the

students' writing achievement before taught by Think-Talk-Write (TTW) strategy. Second step is giving treatment by applying Think-Talk-Write (TTW) in analytical exposition writing. The third step is giving posttest for the students to know on the students' writing achievement after they got treatment.

Based on the result of test from teaching writing by using Think-Talk-Write (TTW) strategy, its make the students easily to write. Because before the students starting to write, the students can dialogue with themselve, then the students can talking and sharing ideas with one another. As the theory stated by Huinker and Laughlin (1996:82) that 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 progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. In this activity, before the students discuss about analytical exposition text, the researcher divided the students into group consists of 5 students. Its be done to make the teaching learning process more effective. It is strengthened by Huinker and Laughlin (1996:82) that this strategy to be effective when students working in heterogeneous group to two until six students, are asked to explain, summarize, or reflect. From the results of the statistical computation using paired sample T-test, show that the score of writing before being taught by Think-Talk-Write (TTW) strategy is less than after being taught by Think-Talk-Write (TTW) strategy. In the pretest, the

mean score is 68.93 while the mean score in posttest is 80.00. Althought it shows a slight difference between two means, the result shows that posttest was better than pretest. From the result above, it is can conclude that the students get good achievement in writing after taught by Think-Talk-Write (TTW) strategy.

From the explanation above, it can be conclude that Think-Talk-Write (TTW) to teach writing is effective in this research. And the theory above is accepted by the researcher, because it can improve the students' writing skill in MAN Trenggalek.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher mainly presents a conclusion and suggestion based on the research findings and discussion presented in the previous chapter.

A. Conclusion

Based on the result of data analysis, the researcher could take conclusion as follow:

1. The student's writing achievement before being taught by Think-Talk-Write (TTW) strategy is enough with the mean score 68.93. The data shows that there are 5 students get poor score (16.67%), 11 students get fair score (36.67%), 7 students get good score (23.33%), 7 students get very good score (23.33%).

2. The students' writing achievement after being taught by Think-Talk-Write (TTW) strategy is improve because the mean score of students writing achievement is good with the mean score 80.00. The data shows that there are 3 students get fair score (10.00%), 16 students get good score (53.33%), 8 students get very good score (26.67%), 3 students get excellent score (10.00%).

3. There is any significant difference of the students' writing achievement before and after being taught by Think-Talk-Write (TTW) strategy. The total score after being taught by Think-Talk-Write (TTW) strategy is

higher than before. The mean score before taught by Thnik-Talk-Write (TTW) strategy showed 68.93 while the mean score after taught by Think-Talk-Write (TTW) strategy showed 80.00. It means that the total score of the students after they are taught by Think-Talk-Write (TTW) strategy is higher than the total score before taught by Think-Talk-Write (TTW) strategy

Based on statistical calculation using SPSS 16.0, the researcher knows that t_{count} bigger than t_{table}. It was found that the statistical test by using t-test shows that t_{count} is 5.189, then critic value (t_{table}) with df 29 at significance level 0.05 is 2.045. Based on the explanation above, it can be concluded that alternative hypothesis (H_a) is accepted and the null hypotesis (H_0) is rejected. Thus, it can be concluded that Think-Talk-Write (TTW) strategy is effective to teach writing.

B. Suggestion

The finding of the research score shows that there is significant difference on the students' score before they were taught by Think-talk-Write (TTW) strategy and after they were taught by Think-Talk-Write (TTW) strategy. therefore, the writer tries to give some suggestion as follow :

1. For students

    The students should be active in the classroom because in Think-Talk-Write (TTW) strategy the students are supported to be active in teaching

learning process. It is hoped that the students can increase their writing ability.

2. For teachers

The use of Think-Talk-Write (TTW) strategy can be used by the english teachers, especially in teaching writing. By using good strategy the students are easier and motivated to learn English. The English teacher should select strategy that are not only interesting but also appropriate with the subject and the students' needs. So, the teacher can use Think-Talk-Write (TTW) as an alternative strategy to teach writing.

3. For next researcher

As this research is not perfect yet, it is suggested for the next researcher to conduct further researchers on the similar area, especially by Think-Talk-Write (TTW) strategy on teaching writing.