

**THE EFFECT OF APPLYING THINK-TALK-WRITE
(TTW) STRATEGY ON THE STUDENT'S ACHIEVEMENT
IN WRITING DESCRIPTIVE PARAGRAPH**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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ABSTRACT

**SITI SALEHA : 1402050089 “The effect of Applying Think Talk Write Strategy on Students’ Achievement in Writing Descriptive Paragraph”.
Skripsi : English Education Program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.**

The TTW objective of the research was to find out the effect of applying think talk write strategy on students’ achievement in writing descriptive paragraph. TTW strategy helps student to generate the idea and engage themselves more deeply in writing their expression dealing with their imagination or their own experience. The population of this research was tenth grade students of SMK NEGRI 9 Medan. at Academic year 2017/2018, which consist of 50 students, and disputed into two classes, X-PEKSOS 1 and X-PEKSOS 2. They were devided into two groups: 25 students as experimental group taught by using TTW strategy and 25 students as control group taught by using lecturing method. The instrument of the research is written test, which used pre test and post test. The result of this research showed that t-observe value was higher than t- table in which $t\text{-obs} = 2,75 > t\text{-table} = 2,01$. The hypotesis was accepted. It means that there were a significant effect of applying think talk write strategy on students’ achievement in writing descriptive paragraph.

Keyword: The research of Think Talk Write Strategy, Descriptive Paragraph

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of four skills of language which is important to learn. In writing, some ideas are formed in sentences which are arranged in a good way and relate each other so the information can be delivered. Writing as one of the language skills is not an innate natural ability.

According to Byrne (2001: 1) when we write, we use graphic symbols: that is, letters or combination of letters which relate to the sounds we make when we speak. But writing is clearly much more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and word have to be arranged to form sentences, although again we can be said to be 'writing'. Writing conveys the writer's thought in the written form. Writing process in the stage writer goes through in order to produce something in its final written form. Writing also as a process of self discovering who you are and what you thought. In the process of writing, people give full shape to their thoughts, their feelings and even their values.

Based on the research observation and data collection at tenth grade of SMK Negri 9 Medan., it found that the students' achievement in writing is low. Most of the students, in fact, think that writing is complicated to study because they should give the full shape to their thoughts and feelings, they are reluctance to question or less motivation, difficult to create and develop their ideas, the using of grammar

and confuse in determining the generic structure of the text. The teacher just explained the material from the guiding book and after that asked the students to answer the question based on writing paragraph that they have read. In producing a good writing, students also have to pay attention to three main aspect namely the grammatical and linguistic competences and the transition signals.

The reason why students still got low achievement in writing is not only from students themselves, but also from teacher. The teacher approach use was not suitable. They use the general method like lecturing or free writing method. So that, most of students were not interest and not given attention to process of teaching writing, they feel bored, and so on.

There are many languages learning strategies or method that can accommodated in the classrooms' teaching and learning sessions. In teaching Descriptive paragraph must used the appropriate strategy to make the students in the classroom could feel easier in writing, students not feel bored in the learning and the students feel interest in writing. Think-Talk-Write (TTW) strategy will be able to help the limited learners in writing. Think-Talk-Write (TTW) in teaching descriptive paragraph be the most useful for the students of ten grade of senior high school at academic year of 2017/2018 SMK NEGRI 9 MEDAN. Therefore, this research is necessarily to be done. There are some reasons of doing the research. **First**, Descriptive paragraph is one of writing types that cannot be mastered easily by students and most of students not interested in writing. **Second**, the students confused in determining the generic structure of the text, students confuse what to write about topic well and express their ideas into

writing or less in vocabulary. **Third**, Think-Talk-Write (TTW) strategy could be appropriate in teaching Descriptive paragraph. So the writer tended to choose the title in this research “**The Effect of Applying Think-Talk-Write (TTW) Strategy on the Students’ Achievement in Writing Descriptive Paragraph**”.

B. The Identification of the Study

Based on the problem describe previously, then the problems are identified as follows:

1. The students ability in writing descriptive paragraph is low.
2. The students lack in vocabulary, structure, and grammar.
3. The students do not interest in writing descriptive paragraph
4. The students difficult in learning writing descriptive paragraph

C. The Scope and Limitation

The scope of the study is Think talk write (TTW) Strategy and limited on writing descriptive paragraph at tenth grade of SMK Negri 9 Medan.

D. The Formulation of the Study

Based on the explanation about the scope and limitation previously, the problem is formulated as following :

Is there any effect of using Think-Talk-Write (TTW) strategy on the students’ achievement in writing descriptive paragraph at tenth grade of SMK Negri 9 Medan?

E. The Objective of the Study

The objective of this research is as follow :

To find out the significant effect of using Think-Talk-Write (TTW) strategy on the students' achievement in writing descriptive paragraph at tenth grade of SMK Negri 9 Medan.

F. The Significance of the Study

1. Theoretical

The findings of the study are theoretically expected to be significant for giving contribution of students in writing and Think talk write (TTW) Strategy.

2. Practically

The result was useful practically for:

1. students, it will help the students to improve and to increase their achievement in writing by using Think-Talk-Write (TTW) strategy.
2. teachers, the result of the study were contribution to improvement of English teaching notably Think-Talk-Write (TTW) strategy in writing.
3. other researchers, to help them to get information about strategy in teaching or learning and as references in teaching writing.

CHAPTER II

REVIEW OF LITERATURE

A, Theoretical Framework

A research is consider as a scientific way to discover new facts or set additional information. As a scientific way, it needs many theories of science fields. On this case, to make it clear and accurate, this research needs a theoretical justification applied in this study. This assumption helped to conduct a better analysis and limit the study. It is better avoid misinterpretation of some key terms in certain situation, so that this study was acceptable.

1. Definitions of Writing

Meyers (2005:2) said that writing is a way to produce language, which you do naturally when you speak. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. writing is one of the important skill to master by the students. They use ot to communicate to each other, as means of ideas and emotional expression. According to Tricia Hedge (1988, p.5), writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation. Thus, a writer has to be able to write an effective writing in order to make a reader understands by developing and organizing ideas, a careful voabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers. Writing is the most difficult skill in English, the writer should master English grammar, and the language is used in

writing completely different from the language use in spoken language and the word choice in writing is strictly chosen to make the writer's idea make sense. In conclusion, in writing the writer must know the grammar and vocabulary to create and generate the ideas or thoughts and by using Brainwriting Strategy the writers can generate or create their ideas in by discussing the whole thing that exist in writing.

2. The Types of Writing

T. Hedge divides the types of writing into six categories, they are :

1. Personal writing

Personal writing is writing for oneself. These writing activities would normally be carried out in the first language but there may be good motivational reason for using them in the foreign language classroom. It includes, diaries, journals, shopping lists, and reminders for oneself addresses and recipes.

2. Public writing

This writing as a member of the general public organizations or institutions. It includes writing letter for inquiry, complaint, request, form filling and application.

3. Creative writing

Creative writing is kind of writing most commonly found at primary and lower secondary levels in mother tongue classroom, writing is not only for oneself but also shared with others. It includes poems, stories, drama, songs and rhymes.

4. Social writing

Social writing is a category, which all the writing that established and maintains social relationship with family and friends. It includes letters, invitations, and notes of thanks, congratulations, telephone messages and instructions to friends or to family.

5. Study writing

Sudy writing is also for oneself and may never be shown to others. The students make notes while reading, taking notes from lecture, making summaries, reviews, report of experiment or workshop.

6. Instructional writing

Instructional writing related to professional roles and it is needed by teacher, engineers and students in these and other field. It includes agendas, public notice, advertisements, curriculum vitae etc.

2.1 The Writing Process

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. According to Barbara Fine Clouse (2005, p.5-6), in the process of writing , the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.

a. Prewriting

Prewriting can be defined as the use of random ideas in developing text when the writer has lack inspiration. Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gather the

ideas to write about. If you are like many people, you may have trouble getting started with writing. A mental block may develop when you sit down before a blank sheet of paper. You may not be able to think of an interesting topic or thesis. Or you may have trouble coming up with relevant details to support a possible thesis. The activities in prewriting are brainstorming, free writing, collecting data, note taking and outlining.

b. Drafting

Drafting can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft. In drafting the writers create their initial composition by writing down all their ideas in a n organized way to convey a particular ideas or present an argument.

c. Revising

Revising is a process when the writers rework the rough material of the draft to get it in shape. This process a time-consuming, difficult part of the process because the writers should express the ideas in the best order and in the best way, so the reader can get the writers' idea. The writers review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience.

d. Editing

Editing is the last process of writing. In this process, the writers should hunt for errors especially in grammatical errors. The writers should edit more than once, so the writing can be free of errors. At this point in the writing process, the

writers prooread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writers' feedback im this stage is helpful.

2.2 The Purpose of Writing

The reason why a person composes a particular piece of writing. Focusing on purpose as one writer helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. However, writing has purposes as a way of communicating to deliver ideas to the readers. Based on Miller (2005, p.4), the purposes of writing are :

1. To describe what a writer hopes to accommplish
2. To amuse the readers
3. To persuade the readers (like in hortatory exposition)

While Carol A. Binder and Susan Lopez-Nemey, stated the purposes of writing as follow :

1. *To inform.* It means that writing can help readers to know what they do not know before they read the text. Writing gives information in many forms, such as newspaper, articles, books, magazines etc.
2. *To express an opinion.* It means that writing can express ehatthe writer feels od thinks and expresses theis idea or reponse abou something.
3. *To convince.* To convince is sama as to persuade. Writer can convince reader through their writing in discussing issue. Today, there are writers moreover journalists, who write their writing to convince so many in form of internet article, newspper,magazines, books etc.

4. *To argue.* Besides to persuade, writing has also a purpose to argue an issue which is being talked by some people.

5. *To entertain.* It means that writing entertains readers from the text written. The examples of entertaining text are short story, novel, entertainment news etc it gives such refreshment for mind and imaginative idea and is included in the two kinds of text-narrative and recount text.

3. **Description of Paragraph**

A paragraph is one of the building blocks of writing. It presents a single main idea. Paragraph may be as short as one sentence or contain several dozen sentences, Paragraph is either indented or set off by extra space above and below. According to Smalley Regina L (1986: 3) “paragraph is a group of sentences that develops one main idea”. A paragraph must have ideas, with all sentences and contributing to the developments of the main topic in a well contracted paragraph. The topic can be stated in a sentence. When we put together a series of a related paragraphs, we are constructing a composition, like a good paragraph, an effective composition work together to introduce, develop and support that main idea.

4. **Writing Paragraph**

Carrol, Wilson, and Forlini (2001: 3) say that “ Writing is one of the most powerful communication tools it will be used today and for the rest of life. Aiat

will be used share the thoughts and ideas with others end even to communicate with self”.

a. Narrative Paragraph

According to Smalley Regina L. And Mary K. Ruetten (1986: 24) “ Narrative paragraph is a group of sentences about telling the story and describing assignment of related to an experience should have a main idea (topic paragraph)”.

b. Descriptive Paragraph

According to Smalley Regina L. And Mary K. Ruetten (1986: 24) “Descriptive paragraph is a group of sentences that develops one main idea about describing thing, place, person, and animal”. The description must be organized so that the reader can vividly imagine the scene being described. The arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of details depends on the describer’s purpose.

c. Expository Paragraph

According to Smalley Regina L. And Mary K. Ruetten (1986: 2) “Expository paragraph is a group of sentences that develops one main idea about explaining and analyzing about the topic sentence”.

5. Strategy

Strategy usually requires some sort of planning. Strategy means a method. The term of strategy refers to the methods and procedures utilized in

teaching. Sanjaya (2008: 126) states that strategy is a set of material and learning procedure used together to grow up students interesting at the subject. It means that strategy is learning activity between teacher and students at learning process to build the aim of study which is effective and efficient.

6. **Method**

Brown (2001: 16) stated that method is a generalized set of classroom specification for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such feature as linguistic and subject matter objectives, sequencing, and materials.

7. **Approach**

According Edward Anthony (1963: 139) that an approach is a set of correlative assumptions dealing with the nature of language and nature of language learning and teaching. Approach can be said as point of application or point of view about learning process. Therefore, there two kinds of approach in teaching learning, they are teacher-centered approach and student-centered approach.

8. **Definition of Think talk write**

TTW (Think-Talk-Write) strategy is one of strategy in teaching learning process, TTW (Think-Talk-Write) strategy one of cooperative learning. Think-Talk-Write (TTW) Strategy is starting from involvement of students in thinking or dialogue with it self after reading process. Then talk

and share ideas (sharing) with friend before writing. One group consist of 4-6 students, in this group of students requested making notes, explaining, listening and sharing ideas with friends and express them through writing.

9. **Steps of Think talk write**

Firstly, teacher gives text or picture to the students and informs the procedures of teaching that are going to do. After that, students analyze the text or picture and make some notes based on teacher instruction individually that will be discussed in “*think*” activity. Then, students make interaction and collaboration with their friends in a group to discuss the notes they made in “*talk*” activity. And the last, students construct their knowledge by themselves in creating descriptive text as the result of collaboration in “*write*” activity.

One observer observed the teacher whether she did each steps of Lesson Plane or not using observation checklist for Lesson Plan application. While the two other observers observed the students activities using observation checklist for students’ activities. Each observer observed three students in a group that had defined before. The second observation was the same as the first observation, the researcher observed the application of TTW strategy in teaching and learning process, but used different topic. The topic discussion was about “My Best Friend”. In the third observation, the researcher collected the data about the students’ descriptive text and students’ response to the TTW strategy which was they passed in two meetings before. The teacher distributed a paper test for each

student; the students did their writing by themselves without discussion with their friends as in the previous meeting.

After all of the students gathered their paper test, the teacher then distributed the students' opinion sheet that was consisting of several questions about students' opinion during teaching and learning process using TTW strategy in the two last meeting before. Then, the students gave checklist on the paper sheet based on their own opinion.

All aspect of students' activities in percentage reached all criteria effectively. The students could follow the steps in TTW strategy easily to construct their knowledge before they started their writing. It helped the students to produce and organize ideas easily.

Therefore, they were able to write well. So, Think-Talk-Write (TTW) strategy is an effective strategy because the strategy could minimize the students' difficulties which they faced in writing. Lesson Plan application was analyzed to know whether the teaching and learning process includes in category Very Good, Good, Less Good, or Not Good.

10. **Advantages of Think talk write**

- The TTW model can assist students in constructing their own knowledge so that students' conceptual understanding is better, students can communicate or discuss their thoughts with their friends so that students help each other and

exchange ideas. This will help the students in understanding the material being taught.

- The TTW learning model can train students to write the results of their discussions in systematic writing form so that students will better understand the material and help students to communicate their ideas in writing.

11. **Disadvantages of Think talk write**

- The TTW model is a new learning model in school so students are not accustomed to learning with the steps on the TTW model therefore tends to be rigid and passive.

- Difficulties in developing students' social environment.

12. **Definition TTW Strategy According to Expert**

13. Huinker and Laughlin (1996:82) menyatakan bahwa “The think-talk-write 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”.

14. Yamin (2008: 265), states the TTW method is "a learning method that is expected to cultivate the ability of students' understanding and communication". This method was first introduced by Huinker and Laughlin. The flow of progress of the TTW Method begins with the involvement of the students in thinking or dialogue within themselves after the process of writing, speaking and sharing

ideas with friends before writing. This method is effective when it is done in small groups (heterogeneous) to 3-5 students in each group. Yamin and Ansari say there are several stages in carrying out TTW activities, they are:

15. 1. 'Think' is interpreted as thinking. In this stage the students individually write the text of the reading that has been provided. Each student is given an opportunity to understand the contents of the text and try to make the possible settlement of the problems presented along with the supporting reasons and put it in the form of a small note.

16. 2. 'Talk' is defined as speaking. In this stage the students discuss with friends in their respective groups, exchange ideas, to understand the text and to solve the problems presented. In this activity the students must use logical reason why they proposed such idea and why they agree or disagree with their friends. Yamin and Ansari, (2008: 231) suggest that 'Talk' is important because: (1) whether it is writing, picture, gesture or conversation, it is an intermediary of expression as a human language, (2) understanding is built through interactions and conversations between the individuals which is a meaningful social activity, (3) the main way of communication participation is through talk. Students use language to present ideas to their friends, build shared theories, share solution methods and make definitions, (4) formation of ideas through the process of talking, (5) internalizing ideas, and (6) improving and assessing the quality of thinking.

17. 3. 'Write; is defined as writing, in this stage of student activity are as follows: (1) construct new knowledge in a language they understand; (2) write a

solution to a given problem including calculation by always giving reasons that support the answer every step by step; (3) correcting all work so that there is no work left; (4) to ensure that the work is complete, easy to read and assured of its authenticity.

A. Relevant Studies

There were many observers used think talk write strategy in their observations on students' achievement in writing, the relevant observations based on the similarity of variable observations, they were either dependent variable or independent variable, there were relevant observations with the observation which was conducted as following:

First, the observation was from Nida Ul Husnah the title was "*The Effectiveness of Think Talk Write Learning Model in Improving Students' Mathematical Communication Skills at MTs Al Jami'yatul Washliyah Tembung*". Based on these problems, it is a need to apply a model of learning that leads students of MTs Al Jami'yatul Washliyah Tembung to improve their mathematical understanding and communication skills. An activity that is expected to develop students' mathematical understanding and communication skills is to apply the learning strategy of Think Talk Write [6] in which students are given the opportunity to start learning by understanding the problem first, then actively involved in group discussion, and finally write the results (outcomes) gotten by using their own language [7].

Second, was from Ahmad Fahmi “ *The effect of think-talk-write (ttw) strategy To the students’ writing ability in descriptive text at smpn 2 gurah kediri* Based on the result of t-test, it can be concluded that there is very significance effect of Think-Talk-Write (TTW) Strategy to the Students’ Writing in Descriptive Text At SMPN 2 Gurah Kediri Academic Year 2015/2016. Finally, the researcher concludes that : (1) TTW helps students to improve their achievement in writing ability. (2) TTW is proved to give a very significant effect on the students’ writing ability. So it is suggested that English teacher should use TTW as strategy in teaching writing to improve students achievement, and also the teachers should make the students more active, motivated and can easily accept the materies . For other researchers, they are expected to be able to excavate deeply about the useful of strategy in teaching and learning English especially using TTW.

Third,by Pradita Marlia Aziz “*the influence of think-talk-write (ttw) strategy toward students’ writing skill on recount text (an experimental research at the eighth grade of smp muhammadiyah 7 yogyakarta in the academic year of 2015/2016)* Based on the made research 13 and 22 of October 2015, by using Think-Talk-Write. The teacher could create an interesting teaching learning process in the classroom because the students happy and they did not get bored. It also makes students enthusiastic in writing text, especially in writing recount text. also the students were motivated to learn together. it could help the students solve their problem in writing: besides, it also encouraged the students to be more active and motivated in learning material. It means that after using Think-Talk-Write

students can understand about how to make a recount text as well. So, it is possible that they will get higher score than before.

B. Conceptual Framework

In this study using Think-Talk-Write (TTW) Strategy for learning English especially writing descriptive text. TTW Strategy is one example of variation of teaching English. In addition drawing TTW Strategy has the advantage of helping teacher clarify learning materials.

In this regard, the research wanted to work on improving English language learning primarily English students learn by doing research experiments. This study used media TTW Strategy that can applied in teaching of English and beneficial to teacher and students. With the TTW Strategy in this experimental study will enhance students' ability to learn the English. Thus the expected use TTW Strategy is more effective to use than without the use TTW Strategy in language teaching, in this study English.

C. Hypothesis

The hypothesis of this research will be drawn as follow :

H_a : There is significant effect of using Think-Talk-Write (TTW) Strategy on the student's achievement in writing descriptive paragraph.

H_o : There is no significant effect of using Think-Talk-Write (TTW) Strategy on the student's achievement in writing descriptive paragraph.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMK NEGRI 9 MEDAN X grade 2017/2018 academic year which is located in Jln Patriot no 2 A Sunggal. The reason for choosing this school because the researcher found the students' difficulties in writing descriptive paragraphs, the students' vocabulary, structure, and grammar is low and the students are not interested in writing descriptive paragraphs.

B. Population and Sample

1. Population

The population of this research was taken from tenth grade students of SMK NEGRI 9 MEDAN at academic year 2017/2018. The population of this research consists of two classes. They are X-PEKSOS 1 and X-PEKSOS 2. Each class consisted of 25 students. So, the total population is 50 students.

2. Sample

All the population was taken as the sample. Total sampling technique was applied in taking the sample. Based on Arikunto (2010:173) if the population of research will be less than 100, it is better to include all of them as sample. Based on theory above, so the population was taken as sample. The sample then will be divided into two groups, 25 students in experimental group and 25 students in control group.

Table 3.1**Population and Sample**

Class	Population	Sample
X PEKSOS 1	25	25
X PEKSOS 2	25	25
TOTAL	50	50

C. Research Design

This research was conducted by using an Experimental Research with two groups, control and experiment class. The design utilizes different classes as the sample of this study. One of the classes is assign to be control group and the other to be experimental group. The design is apply in order to investigate effect of using Think-Talk-Write (TTW) Strategy on the student's achievement in writing descriptive paragraph.

Table 3.2**Research Design for Experimental Group and Control Group**

Group	Pre-test	Treatment	Post-test
Experimental (X)	ü	ü	ü
Control (Y)	ü	-	ü

D. Instrument of the Research

The data this research will collecting by using writing test. In test, the students asked to write a descriptive paragraph based on the topic given. The topic is “favorite place in my country ” where the source of this test is from the Guiding Book of yudistira.

1. Scoring Components Scale of Writing Text

To know the students’ achievement in writing there are some scoring the test. Hughes (2003: 104) states that there are five scoring components scales namely :

1. Content

The score of content depends on the students’ ability to write ideas, information in the form of logical sentences. The criteria of scoring would be as follows:

26-30	Excellent to very good: knowledge able to substantive through development of topic sentence relevant to assigned topic
22-25	Good to average: some knowledge able of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks detail
17-21	Fair to poor: limited knowledge of subject-little substance inadequate

	development of topic
12-16	Very poor: does not show of subject-not substantive not pertinent or not enough to evaluate

2. Organization

The organization refers to students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated. The criteria of giving the score use as follows:

18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
14-17	Good to average: some what choopy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
7-9	Very poor: essentially a translation, knowledge of English vocabulary,

	word from or not enough to evaluate
--	-------------------------------------

3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It was also refers to the ability to use synonym, prefix, suffix exactly.

The criteria or scoring vocabulary used are:

18-20	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
14-17	Good to average: adequate range, occasional errors of words. Choice but meaning not obscured
10-13	Fair to poor: limited range, frequent errors of word, choice usage meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

4. Language Use

The criteria of scoring language use as follows:

22-25	Excellent to very good: effective complex construction- few errors argument, test, word order/function, article, pronouns, preposition
18-21	Good to average: effective but simple constructions- minor problems in complex construction-several errors of agreement, tense, number word order/function, articles, pronouns, preposition but meaning seldom obscured
11-17	Fair to poor: major problems in simple/complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition and or fragment, deletions- meaning confused or obscured.
7-9	Very poor: virtually no mastery of sentence constructions rules dominated by errors-does not communicate or not enough to evaluate

5. Mechanism

The criteria of scoring mechanism is give below:

05	Excellent to very good: demonstrate mastery of conversations- few errors spelling, punctuation and capitalization writing sentence.
04	Good to average: occasional errors of spelling, punctuation, capitalization, writing sentences
03	Fair to poor: frequent errors of spelling, punctuation, capitalization, writing sentence-poor hand writing meaning confused or obscured
02	Very poor: no mastery of convention-dominated by errors of spelling, punctuation and capitalization, paragraph- hand writing illegible or not enough to evaluate

Based on these indicators, then the students achievement in writing descriptive paragraph using chronological order was classified to quantitative and qualitative system. The scales are as follows :

Table 3.3

SKILLS

Qualitative Form	Quantitave Form
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

2. The procedure of treatment in experimental group

In getting the data in this research, three procedures will be taken by the researcher, namely : pre-test, treatment and post-test.

a. Pre-test

The pre-test will administered before treatment. experimental group and control group will given the same pre-test, they will asked to write descriptive paragraph t. The test will used to find the student's writing skill of groups.

b. Treatment

After the pre-test, treatment has be conducted, the post-test has be administered to both experimental group and control group. Both group. Both of groups has be given the same post-test, they has be ask to write descriptive text based on topic given. The results of both groups has be analyzed to find out if the effect of using Think-Talk-Write (TTW) Strategy to the students' achievement in writing Descriptive paragraph is significant or not.

Researcher	Students
<ol style="list-style-type: none"> 1. The Teacher introduce teaching writing by using think talk werite strategy 2. The researcher explanation about descriptive parahraph, generic structure, and language feature about it, 3. The researcher given text or picture to the students and informs the procedures of 	<ol style="list-style-type: none"> 1. Students paid attention to the teacher. 2. The students paid attention to the teacher explanation. 3. Students analyzed the text or picture and make some notes based on teacher instruction.

<p>teaching that are going to do</p> <p>4. The researchergive question to the students aboaut the paragraph and wrote the parahraph.</p>	<p>4. The students wrote the text with the title given the teacher.</p>
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c. Post Test

After the treatment will be conducted, the post-test will be administered to both experimental group and control group. Both of groups will be given the same post-test, they will be ask to write descriptive text based on the topic given. The results of both groups will be analyzed to find out if the effect of using Think-Talk-Write (TTW) Strategy to the students' achievement in writing Descriptive paragraph is significant or not.

E. The Technique of Collecting the Data

To collect the data of this research, the researcher will use the step as the following :

1. Giving the pre-test to both classes.
2. Giving by using Think-Talk-Write (TTW) strategy to experimental group and free writing strategy to control group.

3. Giving the post-test to both classes.
4. Collecting the paper sheet.

F. The Techniques of Analyzing Data

In this research, there was some steps that applied to analyzing the data. ,the following steps were administrated:

1. scoring the students' answer from the experimental group and the control group in pre-test and post test.
2. measuring the different scores between Pre-test and Post-test from the experimental group and control group.
3. listing their score into two tables, first for experimental group and control group.
4. calculating the total score post test in experimental group as variable X and control group as variable Y from the data, a calculation is made two find out whether using Think-Talk-Write (TTW) Strategy has the significant effect or not to be the students achievement in listening comprehension.
5. measuring the different score between pre-test and post-test of experimental and control group.
6. finding the average scores of writing test of X and Y by using the following formula:

$$M_x = \frac{\sum x}{n_1}$$

$$M_y = \frac{\sum y}{n_2}$$

Notes :

M_x = Mean of experimental group

M_y = Mean of control group

$\sum x$ = The score of experimental group

$\sum y$ = The score of control group

n_1 = The sample of experimental group

n_2 = The sample of control group

7. measuring standard deviation of variable X and variable Y by using following formula:

$$SDx = \sqrt{\frac{\sum x^2}{n_1}} \text{ for variable X}$$

$$SDy = \sqrt{\frac{\sum y^2}{n_2}} \text{ for variable Y}$$

8. measuring the standard error between both variable by using following formula:

$$SE_{mx} = \frac{SDx}{\sqrt{n_1-1}}$$

$$SE_{my} = \frac{SDy}{\sqrt{n_2-1}}$$

9. finding out the differences of error standard deviation between M_x and M_y by using following formula :

$$SE_{M_x-M_y} = \sqrt{(SE_{mx})^2 + (SE_{my})^2}$$

10. testing hypothesis by applying T-test

$$t_o = \frac{M_x - M_y}{SE_{m_x - m_y}}$$

$$t_{table} = t \left(1 - \frac{1}{2}\alpha \right)^{(df)}$$

$$df = (N_1 + N_2 - 2)$$

Note :

SD_x = Standard Deviation of experimental group

SD_y = Standard Deviation of control group

x^2 = The total score of $(X-M_x)^2$

y^2 = The total score of $(Y-M_y)^2$

n_1 = Total sample of experimental group

n_2 = Total sample of control group

SE_{mx} = The mean of Standard error in experimental group

SE_{my} = The mean of standard error in control group

t_o = Test observation

df = Degree of freedom

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data collection of this research was taken from students' written test. The students' score was taken from their content, organization, vocabulary, language use and mechanics. In this research, they are divided into two groups experimental and control group. Each group was given pre-test and post test. After pre-test and post-test were administrated, the score were obtained. The following were the scores of pre-test and post-test from experimental group and control group

Table 4.1
The Scores of Pre Test of Experimental Group

No	Students' Initial Name	Indicator					Total pre test (X1)
		C	O	V	L	M	
1	MAS	11	10	12	9	3	45
2	MT	21	18	21	11	4	75
3	MHR	11	11	13	9	3	35
4	AR	10	10	12	9	4	45
5	MR	19	16	19	8	3	65
6	ENS	19	16	19	8	3	60
7	MGM	19	12	18	8	3	50
8	AF	20	17	20	9	4	70
9	PS	21	18	21	11	4	75
10	AP	19	16	19	8	3	60
11	MR	11	10	12	9	3	45
12	IUG	19	16	19	8	3	65
13	MT	19	16	19	8	3	65
14	AP	21	20	21	11	4	80
15	BA	21	20	21	11	4	80
16	SB	21	18	21	11	4	75
17	DTA	19	12	18	8	3	50
18	FA	16	10	15	7	3	40
19	DO	21	18	21	11	4	75
20	IZ	11	11	13	9	3	35
21	TWD	19	12	18	8	3	50

22	ANP	21	20	21	11	4	80
23	AP	11	10	12	9	3	45
24	DTA	11	11	13	9	3	35
25	APSH	22	20	23	12	4	85
Total							1485

Table 4.2
The Scores of Post Test of Experimental Group

No	Students' Initial Name	Indicator					Total post test (X ₂)
		C	O	V	L	M	
1	MAS	18	15	17	8	3	60
2	MT	20	22	21	11	4	80
3	MHR	11	10	12	9	3	45
4	AR	11	11	16	14	4	55
5	MR	21	20	21	11	4	80
6	ENS	20	17	20	9	4	70
7	MGM	19	16	19	8	3	65
8	AF	23	22	23	17	3	90
9	PS	21	20	21	11	4	80
10	AP	20	17	20	9	4	70
11	MR	11	11	16	14	4	55
12	IUG	21	18	21	11	4	75
13	MT	21	20	21	11	4	80
14	AP	21	20	21	11	4	85
15	BA	24	23	24	18	4	95
16	SB	24	23	24	18	4	95
17	DTA	19	16	19	8	3	65
18	FA	11	10	12	9	3	45
19	IZ	21	20	21	11	4	80
20	DO	11	11	16	14	4	55
21	IZ	17	16	17	8	3	60
22	ANP	21	20	21	11	4	85
23	AP	2	11	13	10	4	50
24	DTA	21	20	21	11	4	85
25	APSH	24	23	24	18	4	95
Total							1800

Table 4.3**The Score of Pre-test and Post-test in Experimental Group**

No	Students' Initial Name	Pre-Test (X 1)	Post-Test (X 2)
1	MAS	45	60
2	MT	75	80
3	MHR	35	45
4	AR	45	55
5	MR	65	80
6	ENS	60	70
7	MGM	50	65
8	AF	70	90
9	PS	75	80
10	AP	60	70
11	MR	45	55
12	IUG	65	75
13	MT	65	80
14	AP	80	85
15	BA	80	95
16	SB	75	95
17	DTA	50	65
18	FA	40	45
19	DO	75	80
20	IZ	35	55
21	TWD	50	60
22	ANP	80	85
23	AP	45	50
24	DTA	35	85
25	APSH	85	95
Total		1485	1800

Table 4.4
The Scores of Pre Test Control Group

No	Students' Initial Name	Indicator					Total pre test (Y1)
		C	O	V	L	M	
1	NH	15	25	10	12	3	65
2	NAR	25	15	21	9	4	80
3	NA	11	10	8	9	3	40
4	DT	10	9	10	8	3	40
5	KA	11	10	8	9	3	35
6	KS	8	8	8	7	3	20
7	DD	11	10	8	9	3	35
8	DAA	21	15	20	9	4	75
9	AAG	20	17	20	9	4	70
10	MIH	20	17	20	9	4	70
11	AAA	21	15	20	9	4	75
12	NA	20	13	19	9	4	65
13	KIR	11	10	8	9	3	40
14	PR	11	10	8	9	3	35
15	AN	11	10	8	9	3	40
16	MD	11	10	8	9	3	40
17	SI	10	9	10	8	3	40
18	ASD	10	9	10	8	3	35
19	YN	20	9	15	8	3	55
20	NH	11	10	8	9	3	35
21	WS	10	9	10	8	3	35
22	SR	11	10	8	9	3	60
23	DOP	21	15	20	9	4	75
24	MHD	20	17	20	9	4	70
25	MSS	20	17	20	9	4	65
Total							1295

Table 4.5
The Scores of Post Test of Control Group

No	Students' Initial Name	Indicator					Total post test (Y2)
		C	O	V	L	M	
1	NH	20	17	20	9	4	70
2	NAR	22	19	22	18	4	85
3	NA	11	10	12	9	3	45
4	DT	10	10	12	9	4	45
5	KA	11	10	8	9	3	40
6	KS	10	9	10	8	3	40
7	DD	19	16	19	8	3	50

8	DAA	21	20	21	11	4	80
9	AAG	21	20	21	11	4	75
10	MIH	21	18	21	11	4	75
11	AAA	19	12	18	8	3	80
12	NA	16	10	15	7	3	70
13	KIR	10	10	12	9	4	45
14	PR	11	10	8	9	3	40
15	AN	10	9	10	8	3	50
16	MD	12	10	12	8	3	45
17	SI	11	10	8	9	3	50
18	ASD	11	10	8	9	3	50
19	YN	11	10	8	9	3	60
20	NH	11	10	8	9	3	65
21	WS	10	9	10	8	3	50
22	SR	19	16	19	8	3	65
23	DOP	21	20	21	11	4	80
24	MHD	21	20	21	11	4	75
25	MSS	21	18	21	11	4	70
Total							1500

Table 4.6

The Score of Pre-test and Post-test in Control Group

No	Students' Initial Name	Pre-Test (Y 1)	Post-Test (Y 2)
1	NH	65	70
2	NAR	80	85
3	NA	40	45
4	DT	40	45
5	KA	35	40
6	KS	20	40
7	DD	35	50
8	DAA	75	80
9	AAG	70	75
10	MIH	70	75
11	AAA	75	80
12	NA	65	70
13	KIR	40	45
14	PR	35	40
15	AN	40	50
16	MD	40	45
17	SI	40	50

18	ASD	35	50
19	YN	55	60
20	NH	35	65
21	WS	35	50
22	SR	60	65
23	DOP	75	80
24	MHD	70	75
25	MSS	65	70
Total		1295	1500

B. Data Analysis

Based on the data from the test, the score were analyze in order to see the differences of pre-test and post-test of the experimental group and control group, and to find out the effect of Applying Think-Talk-Write (TTW) strategy on the students' achievement in writing descriptive paragrah.

Table 4,7

The Differences Scores of the Pre-test and Post-test in Experimental Group

No	Students' Initial Name	Pre-test (X ₁)	Post-test (X ₂)	X ₂ -X ₁ (X)
1	MAS	45	60	15
2	MT	75	80	5
3	MHR	35	45	10
4	AR	45	55	10
5	MR	65	80	15
6	ENS	60	70	10
7	MGM	50	65	15
8	AF	70	90	20
9	PS	75	80	5
10	AP	60	70	10
11	MR	45	55	10
12	IUG	65	75	10
13	AP	65	80	15
14	BA	80	85	5
15	SB	80	95	15
16	DTA	75	95	20
17	FA	50	65	15
18	DO	40	45	5
19	IZ	75	80	5

20	TWD	35	55	20
21		50	60	10
22		80	85	5
23		45	50	5
24		35	85	50
25		85	95	10
Total		1485	1800	315

1. Score of pre-test of experimental group = 1485

$$\begin{aligned}
 \text{Mean score } X_1 &= \frac{\sum X_1}{n_1} \\
 &= \frac{1485}{25} \\
 &= 59
 \end{aligned}$$

Total score of Post-test = 1800

$$\begin{aligned}
 \text{Mean score } X_2 &= \frac{\sum X_2}{n_2} \\
 &= \frac{1800}{25} \\
 &= 72
 \end{aligned}$$

The differences of total score between pre-test and post-test were:

$$\begin{aligned}
 &= X_1 - X_2 \\
 &= 1800 - 1485 \\
 &= 315
 \end{aligned}$$

The differences of means score between pre-test and post-test were:

$$\begin{aligned}
 &= MX_2 - MX_1 \\
 &= 72 - 59.4 \\
 &= 12.6
 \end{aligned}$$

Table 4.8**The Differences Scores of the Pre-test and Post-test in Control Group**

No	Students' Initial Name	Pre-test (X ₁)	Post-test (X ₂)	X ₂ -X ₁ (X)
1	NH	65	70	5
2	NAR	80	85	5
3	NA	40	45	5
4	DT	40	45	5
5	KA	35	40	5
6	KS	20	40	20
7	DD	35	50	15
8	DAA	75	80	5
9	AAG	70	75	5
10	MIH	70	75	5
11	AAA	75	80	5
12	NA	65	70	5
13	KIR	40	45	5
14	PR	35	40	5
15	AN	40	50	10
16	MD	40	45	5
17	SI	40	50	10
18	ASD	35	50	15
19	YN	55	60	5
20	NH	35	65	30
21	WS	35	50	15
22	SR	60	65	5
23	DOP	75	80	5
24	MHD	70	75	5
25	MSS	65	70	5
Total		1295	1500	205

1. Total Score of pre-test of control group = 1295

$$\begin{aligned}
 \text{Mean score } Y_1 &= \frac{\sum X_1}{n} \\
 &= \frac{1295}{25} \\
 &= 51.8
 \end{aligned}$$

2. Total Score of post-test of control group = 1500

$$\begin{aligned} \text{Mean score } Y_I &= \frac{\sum \square}{\square 2} \\ &= \frac{1500}{25} \\ &= 60 \end{aligned}$$

3. The differences of total score between pre-test and post-test were:

$$\begin{aligned} Y &= 1500 - 1295 \\ &= 205 \end{aligned}$$

4. The differences of mean score between pre-test and post-test were:

$$\begin{aligned} &= MY_2 - MY_I \\ &= 60 - 51.8 \\ &= 8.2 \end{aligned}$$

5. After getting the differences score, the data were calculated to find out Standard Deviation:

Table 4.9
The Calculation Table to Find out Standard Deviation in Experimental Group

No	Students' Initial Name	X	X	x ²
1	MAS	60	-12	144
2	MT	80	8	64
3	MHR	45	-27	729
4	AR	55	-17	289
5	MR	80	8	64
6	ENS	70	-2	4
7	MGM	65	-7	49
8	AF	90	18	324

9	PS	80	8	64
10	AP	70	-2	4
11	MR	55	-17	289
12	IUG	75	3	9
13	MT	80	8	64
14	AP	85	13	169
15	BA	95	23	529
16	SB	95	23	529
17	DTA	65	-7	49
18	FA	45	-27	729
19	DO	80	8	64
20	IZ	55	-17	289
21	TWD	60	-12	144
22	ANP	85	13	169
23	AP	50	-22	484
24	DTA	85	13	169
25	APSH	95	23	529
Total				$\sum x^2 = 5950$

Based on the calculation of the table above, the following formula of the T-test is implemented to find out I-critical value of both sample group as the basic of t-test, the hypothesis of this research.

Table 4.10
The Calculation Table to Find out Standard Deviation in Control Group

No	Students' Initial Name	X	X	x^2
1	NH	70	10	100
2	NAR	85	25	625
3	NA	45	-15	225
4	DT	45	-15	225

5	KA	40	-20	400
6	KS	40	-20	400
7	DD	50	-10	100
8	DAA	80	20	400
9	AAG	75	15	225
10	MIH	75	15	225
11	AAA	80	20	400
12	NA	70	10	100
13	KIR	45	-15	225
14	PR	40	-20	400
15	AN	50	-10	100
16	MD	45	-15	225
17	SI	50	-10	100
18	ASD	50	-10	100
19	YN	60	0	0
20	NH	65	5	25
21	WS	50	-10	100
22	SR	65	5	25
23	DOP	80	20	400
24	MHD	75	15	225
25	MSS	70	10	100
Total				$\sum \square^2 = 5450$

$$6. \quad \square \quad \square = \square \sqrt{\frac{\sum \square^2}{\square 1}} = \sqrt{\frac{5950}{25}} = \sqrt{238} = 15.42$$

$$\square \quad \square = \square \sqrt{\frac{\sum \square^2}{\square 2}} = \sqrt{\frac{5450}{25}} = \sqrt{218} = 14.76$$

$$7. \quad SE_{mx} = \frac{\square \quad \square \quad \square}{\sqrt{\square 1 - 1}} = \frac{15.42}{\sqrt{25 - 1}} = \frac{15.4}{4.89} = 3.15$$

$$8. \quad SE_{MY} = \frac{\square \quad \square \quad \square}{\sqrt{\square 2 - 1}} = \frac{14.76}{\sqrt{25 - 1}} = \frac{14.7}{4.89} = 3.01$$

$$9. \quad SE_{MX-MY} = \sqrt{(SE_{mx})^2 + (\square \quad \square)^2} \quad \square$$

$$\begin{aligned}
&= \sqrt{(3.15)^2 + (3.01)^2} \\
&= \sqrt{9.9225 + 9.0601} \\
&= \sqrt{18.9826} \\
&= 4.35
\end{aligned}$$

$$\begin{aligned}
10. t_{\text{observe}} &= \frac{\square \square \square \square}{\square \square \square \square \square \square} \\
&= \frac{72-60}{4.35} \\
&= \frac{12}{4.35} \\
&= 2.75
\end{aligned}$$

$$\begin{aligned}
df &= N_1 + N_2 - 2 \\
&= 25 + 25 - 2 \\
&= 48
\end{aligned}$$

$$\begin{aligned}
11. t_{\text{table}} &= t \left(1 - \frac{1}{2} \square \right)^{(df)} \\
&= t \left(1 - \frac{1}{2} 0.05 \right)^{(48)} \\
&= t (0.975)^{(48)} \\
&= 2.01
\end{aligned}$$

Based on calculating above. It showed that differences total score between pre-test and post-test in experimental group was 315 and control group was 205. It showed that differences total score of experimental group is higher than control group. At the calculation, it showed that t_{observe} is higher than t_{table} with number $2.75 > 2.01$. It mean that there was significant effect of Applying Think-Talk-

Write (TTW) strategy on the students' achievement in writing descriptive paragraph.

A. Statistical Hypothesis

In this research statistical hypothesis was used to decide, whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$$H_0 : t_{\text{observe}} < t_{\text{table}}$$

$$H_a : t_{\text{observe}} > t_{\text{table}}$$

H_0 : there is no significant effect of applying Think talk write strategy on the students' achievement in writing descriptive paragraph,

H_a : there is a significant effect of applying Think talk write strategy on the students' achievement in writing descriptive paragraph

B. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying Think talk write strategy got higher score than those who were not taught by applying any strategy. It was proved the result of t_{observe} which was 2,75 and t_{table} which was 2,01. So it means there was significant effect of applying Think talk write Strategy on the students' achievement in writing descriptive paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was the significant effect of applying think talk write Strategy on the students' achievement in writing descriptive paragraph, which was proved $t_{\text{observe}} > t_{\text{table}}$ or $2,75 > 2,01$. The students who were taught by applying think talk write startegy got the higher score than those who were not taught by any strategy.

B. Suggestion

Related to the conclusion above, some suggestions were the students, to increase their achievement in writing especially in descriptive paragraph,the teacher, has ability to use various method in teaching descriptive paragraph and as information is enabling the teacher to be more creative and innovative in applying kind method so that the students become interest in writing and they would get a better in their writings,the principal of the school, motivated to added the material in teaching learning process out some other method for teaching writing,

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