

**THE EFFECT OF THINK-TALK-WRITE (TTW) STRATEGY ON  
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT EIGHTH  
GRADE STUDENTS OF SMP N 12 SELUMA**

**THESIS**

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



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I hereby sincerely state that the thesis entitled “The Effect of Think-Talk-Write (TTW) Strategy on Students’ Writing Ability In Descriptive Text at Eighth Grade Students of SMP Negeri 12 Seluma” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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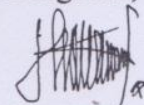
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## ABSTRACT

**Lise Margareta. 1611230045.** 2021. *The Effect of Think-Talk-Write (TTW) Strategy on Students' Writing Ability in Descriptive Text at Eighth Grade Students of SMP Negeri 12 Seluma.* A thesis of undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute for Islamic Studies of Bengkulu.

Advisors: (I) Dr. H. Ali Akbarjono, M.Pd, (II) Zelvia Liska Afriani, M.Pd.

**Key words:** *Writing Ability, Descriptive Text, TTW Strategy*

This study was aimed to know whether there was a significant effect on students' writing ability in descriptive text of students who were taught using Think-Talk-Write (TTW) Strategy those who were not. The population of the study was students at Eighth Grade Students of SMP Negeri 12 Seluma. The research method was a quasy-experimental which conducted in two classes which conducted in experimental class (VIII A) and control class (VIII B) as samples. The data gained showed if the students of experimental class could improve their writing ability significantly those students of control class. It can be seen in the mean score of the post-test in experimental class was 78.21 which was higher than mean score of post-test in control class which was 59.80. The result of testing hypothesis by using independent samples t-test showed that the significance t value sig. (2-tailed) 0.000 was lower than t table 0.05. If t value is lower that t table means  $H_a$  accepted and  $H_o$  rejected. It means,  $H_a$  (alternative hypothesis) was accepted and  $H_o$  (null hypothesis) was rejected because sig. (2-tailed)  $0.000 < 0.05$ . So it can be concluded that there is significant difference on students results score of the experimental between control classes.

## ABSTRAK

**Lise Margareta. 1611230045.** 2021. *The Effect of Think-Talk-Write (TTW) Strategy on Students' Writing Ability in Descriptive Text at Eighth Grade Students of SMP Negeri 12 Seluma.* A thesis of undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute for Islamic Studies of Bengkulu.

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**Key words:** *Writing Ability, Descriptive Text, TTW Strategy*

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan terhadap kemampuan menulis siswa dalam teks deskriptif siswa yang diajar menggunakan Strategi Think-Talk-Write (TTW) dengan yang tidak. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 12 Seluma. Metode penelitian yang digunakan adalah eksperimen semu yang dilakukan pada dua kelas yaitu kelas eksperimen (VIII A) dan kelas kontrol (VIII B) sebagai sampel. Data yang diperoleh menunjukkan bahwa siswa kelas eksperimen dapat meningkatkan kemampuan menulisnya secara signifikan dibandingkan siswa kelas kontrol. Hal ini terlihat pada nilai rata-rata post-test di kelas eksperimen adalah 78,21 yang lebih tinggi dari nilai rata-rata post-test di kelas kontrol yang sebesar 59,80. Hasil pengujian hipotesis dengan menggunakan independent sample t-test menunjukkan bahwa nilai signifikansi t sig. (2-tailed) 0,000 lebih rendah dari t tabel 0,05. Jika nilai t hitung lebih kecil maka t tabel berarti  $H_a$  diterima dan  $H_0$  ditolak. Artinya,  $H_a$  (hipotesis alternatif) diterima dan  $H_0$  (hipotesis nol) ditolak karena sig. (2-ekor)  $0,000 < 0,05$ . Sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan skor hasil belajar siswa kelas eksperimen antara kelas kontrol.

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## CHAPTER I

### INTRODUCTION

This chapter presents the background of study, identification of problem, limitation of research, research question, objective of research, significances of research, and definition of key terms.

#### A. Background of Study

Writing is known as one of four Basic English skills which consist of reading, speaking, listening, and also writing skills. In writing, someone can deliver about their imagination or experiences to written form to be a meaningful sentence. According to Nunan (2003) writing is viewed as a means of communication which is commonly used to express and impress. It means the writer can communicate with the reader through writing. Someone realizes the ideas about feelings or experiences through writing with the aimed to inform for the reader. So, writing is a process in realizing and expressing thoughts or ideas into written form. The aimed was to conveyed information clearly for readers or as a means of communication, so the reader can feel about someone's experience through their writing.

McCrimmon (1983) defined in the learning process; writing is the most difficult skill to be mastered. It is based on the fact that to be successful in writing, a writer must master some aspects such us vocabulary, grammar, sentence structure, and organize ideas. Furthermore, Farooq *et., al.* in Setiawan (2017) states that students often faced many difficulties in producing writing. The difficulties means the problems which appear in

writing such as the lack of grammar and vocabulary which make writing class become colorless, bored, and not effective. In mastering writing skill, students should master some component. As proposed by Nunan (1989) there are some components which contribute for successful writing. The components such as; (1) mastering the letter formation mechanics, punctuation, spelling, and grammatical system, (2) Organizing paragraph content and the complete text to reflect new information and topic statement. (3) Revision and polishing of early attempts (4) Choosing a style that is appropriate for the target audience.

Students started to recognize and learn writing in Junior High Schools where students are taught to make simple writing. Monologue text was types of writing. Students in Junior High School study some types of monologue texts such as descriptive text, procedure text, recount text, and narrative text. Description creates a word-picture of persons, places, objects, and emotions by using a detailed selection carefully to build impression on readers' (Wyrick, 1987). Descriptive text is a type of text in which words are used to describe a person, place, thing, or object, enabling readers to imagine what is being represented without having to see it.

The researcher selected SMP Negeri 12 Seluma as a research site. Good accreditation, facilities and infrastructure which are qualified, and supported by the abilities of good teachers, especially English teachers make the researcher want to conduct this study in this place. The researcher also found the fact that previous researcher has never conducted similar research about



English subject in this school. Hopefully, the strategy that applied in the research was used by the researcher can improve students' writing skills and give the effect expected by the researcher.

Based on the results of pre-observation through interviewed by the researcher among English teacher and students at eighth grade of SMP Negeri 12 Seluma on Monday, August 31<sup>st</sup>, 2020. The researcher interviewed some students at 8<sup>th</sup> grades of SMP Negeri 12 Seluma. Based on the interviewed with some students, the researcher has concluded that many problem factors faced by students, which appear in the learning and teaching English writing descriptive text. The researcher gets data for the first, students less of interest in learning English was the most common factor. This condition make students easily bored. Second, the students' lack of vocabulary and grammar was usually the problem that often occurs in writing. It makes students cannot continue their sentences in writing. Third, students' lack of motivation in writing processes of teaching and learning English. Fourth, students' sometimes getting difficulty to translate the language in their mind that is Indonesian into English that makes writing was supposed to be formal writing becomes informal writing. It caused most of students sometimes difficult in arrange sentences which is make incorrect of writing organization and structure. The limitation of vocabulary make students translated the words by word. Fifth, students reading habit make their have lack of ideas in express their mindset to develop the text paragraph.

The researcher also interviewed the English teacher of SMP Negeri 12 Seluma. The problem was English teacher has difficulty in determining the appropriate strategy during the English classroom, especially in the learning and teaching writing process. This condition caused by different abilities of each student in capturing the material taught in learning English. The researcher also observes the environment situation including school facilities. It was found that there is a problem of facilities to teaching and learning activity. It makes students felt bored and lazy for studying during the English classroom. From the observations obtained, the school library was rarely used for teaching and learning purposes even though this can be used as an alternative way of teaching for teachers so as to make classrooms fun and not boring. There are certain times when students have to take text books as subject matter other than worksheets (*LKS*). The researcher did not find media to support a fun learning process during the pre - observation. The intended media such as projector for displaying funny videos, or anything related to the words that are usually attached in the classroom wall for the support students' ability to remember and memorize vocabulary.

Therefore, the researcher used Think-Talk-Write (TTW) strategy in teaching and learning English writing descriptive text. Hopefully, this strategy can solve the students' problems which appear in English writing ability. The TTW Strategy begins with reading, and the result of reading was to interact with another in each group through presenting, discussing, and making notes of the discussion results. As defined by Yamin and Ansari



(2012) Think-Talk-Write (TTW) is a strategy built of activities such as thinking, talking, and writing.

*“Think-Talk-Write (TTW) adalah strategi yang dibangun dari beberapa aktivitas seperti berpikir, berbicara, dan menulis”.*

TTW is divided into three points of steps consists of T (Think), T (Talk), and W (Write). Students ask to make a dialogue; this dialogue can do by own self or make a group. And talking and sharing with another, then students write. Applying TTW Strategy was expected can help increase students' motivation, give effect to the vocabulary, grammar, developing ideas of paragraph sentences, students' reading habit and students' can make a good writing.

Moreover, the current condition of the Covid-19 pandemic was very worrying, which makes alimited time of the learning process. The goverment applied a new rule in dealing with the current situation and complying with health protocols such as the implementation of the *PSBB (Pembatasan Sosial Berskala Besar)*. It was known that students do the blended learning that was learning face-to-face and online, with 50% of the teaching and learning taking place in the classroom and 50% at home or learning online. Since the pandemic and the existence of health protocol regulations recommended by the government, the school has implemented a learning system during the pandemic in turns where each class comes to school once a week. Therefore, this study will follow this rule. The researcher expected that the use of TTW strategy was a right strategy for students that have limited time for effective

teaching and learning in the current condition. Hopefully, TTW Strategy would help students develop their writing ability even in the midst of conditions that do not allow for maximum learning face to face in school.

Based on those problems above, the researcher was interested to use the thesis proposal entitled *“The Effect of Think-Talk-Write (TTW) Strategy on Students’ Writing Ability in Descriptive Text at Eighth Grade Students of SMP N 12 Seluma”*.

## **B. Identification of the Problems**

Based on the pre observation of eighth grade students of SMP N 12 Seluma, the researcher found some certain problems in English, especially writing in descriptive text. For more deeply explanation, the problems was identified as follows:

1. The students were lack of vocabulary and grammar.
2. The students were uninterested, unmotivated, and have poor reading habits.
3. The students were not be able to express or developed their ideas in writing.
4. The students were difficult in arranging sentence structure.
5. The students got difficulty to translate Indonesian into English.
6. The students were lazy and bored in teaching and learning English.
7. The students were less of motivation that can assist the students in the learning process.

### **C. Limitation of Research**

The aim of this study was focused on students writing the descriptive texts for eighth grade students at SMP N 12 Seluma. Based on the problems which appear in the English writing, the researcher used Think-Talk-Write (TTW) strategy to make students write well. Through Think-Talk-Write (TTW) strategy; hopefully, it can help increase students' motivation and also can give effect to the vocabulary, grammar; developing ideas of paragraph sentences and students' reading habit and make students can make good writing.

### **D. Research Questions**

Based on the background above, the problem of this research as follows: Is there a significant effect in the implementation of Think-Talk-Write (TTW) strategy on students' writing ability in the descriptive text?

### **E. Objective of Research**

Based on the research questions above, the objective of this research can be seen as follows: To know whether or not any significant effect on students' writing ability in the descriptive text after implementation of Think-Talk-Write (TTW) strategy at eighth grade students of SMP Negeri 12 Seluma.

### **F. Significances of Research**

The researcher expected to this research, it would give benefits for students, teachers, and school. There are several benefits of them:



1. Students

Students are able in developing ideas, improving reading habits, arranging and organizing sentences, increasing vocabulary and grammar for writing the descriptive text.

2. Teachers

Teachers are able to build students' interest and motivate them to write descriptive text in English. The teacher has a reference as a teaching guide for students in Junior High School to make good writing the descriptive text.

3. School

To improve academic quality, particularly in the process of learning English, and the research findings are intended to contribute to the development of English teaching and learning in the classroom.

## **G. Definition of Key Terms**

1. Think-Talk-Write (TTW) Strategy

Think-Talk-Write (TTW) Strategy is an activity consists of thinking, talking, and writing.

2. Writing ability

Writing is a process of realizing thoughts or ideas into written form. For successful writing, there are some aspects such as; generic structure, language features, main ideas, supporting ideas, concluding sentence, coherence, mastering spelling, punctuation, and grammatical system.

### 3. Descriptive text

According to Kane (2000) descriptive is about sensory experience how something looks, sounds, and tastes. Descriptive text is a description with another perception based on visual experiences. Not only focus on people, place, or think but also focus on something looks alike, sounds, or tastes.



## CHAPTER II

### LITERATURE REVIEW

This chapter explains review of the study's theories and conceptual framework underlying the study. These theories are presented into three heading: the definition of writing ability, Think-Talk-Write (TTW) Strategy, and descriptive text. In addition, previous of research, and hypothesis of research were presented.

#### A. Writing Ability

Writing is an activity of expressing the idea through write something to be a meaningful sentence. Writing also one of four Basic English skills that more difficult to be mastered. According to Nunan (2003) writing is viewed as a means of communication which is commonly used to express and impress. Not only to express someone's idea but also to assess a student's ability to write in English class. Writing ability means someone uses words as the main point, rules of grammar, punctuation, and another component of writing. Meanwhile, as stated by Oshima and Hogue in Muna, I. As'ar., *et al.* (2020) writing included a process of creating, organizing, writing, and polishing.

Based on the explanation by the experts above, it can be concluded that writing is an activity of expressing ideas into written form. Writing is used to measure student achievement about foreign language or another. Someone can express their thoughts, experiences, and knowledge into a sentence or written form through writing.



## 1. The process of writing

Before a writer want to write something, many processes are passed to get a good writing. Cannor (1996) states good writing can be done by students who have good grammar. Grammar is a crucial thing in writing because good grammar can make good writing. According to Nunan process of writing presents some techniques and assignments can use to teach writing. The invention techniques are brainstorming, wordmapping, and quickwriting.

### a. Brainstorming

One of the writing processes is brainstorming. Students must write out their thoughts on the teacher's topic. In this session, students make a plan what should they write in writing process. The aims of brainstorming are to brainstormed students think and choose one the best topics or interested ideas listed.

### b. Wordmapping

Students begin by writing an idea at the top or center of a blank piece of paper. Then, students using a series of boxes, circles, arrows, and draw relationships between related ideas or words.

### c. Quickwriting

Quickwriting is where students begin with a topic then write rapidly. Students focus on the development of ideas which includes perfect grammar, punctuation, or spelling. The researcher should set aside a specific amount of time for the students, normally 10-15

minutes. Then tell them not to delete or cross out text, to keep writing without stopping, and to just let their ideas and time to compose their first draft come to them.

## **2. The Steps of Writing**

As we know writing is productive skills that difficult to be mastered. To be a professional writer and make a good writing, we must master some aspects such as good grammar and vocabulary. Many process to write something to be a meaningful sentence and produce writing with a written well. There are six steps that writers go through and each step can be repeated necessarily. Assessing the task, creating ideas, arranging ideas, writing the first draft, editing, and writing the final draft are all steps that must be completed (Boardman, 2001). From those explanations, it is clear that writing involves a number of processes which include finding the topic, classifying ideas, organizing ideas, and finally producing good writing.

## **3. Teaching Writing**

Teaching needed to transfer knowledge from the teacher for students. In the teaching writing process, the teacher is the key who can help and guide students to understand knowledge easily. As suggested by Mulyasa (2005), teachers have to make their students understand, know, and able to develop their knowledge that they have not known before. According to Brown (1995) teaching consists of the techniques and exercises related to information delivery. It means in the teaching writing

process in English class, the teacher should use techniques to transfer knowledge and make exercises for students easily understand.

Teachers make their own sentences based on their knowledge experiences. Teaching is one element of education that involves interaction between a teacher and students (John and Foster, 1976). Meanwhile, according to Brown (1987), teaching entails showing or assisting someone in learning how to do something, offering knowledge, and causing someone to know or understand something. So, teaching is an education process where there is interaction between teacher and students which contains the knowledge. The teacher transfer knowledge or experiences, deliver the information, helping and guiding someone to learn and understand something.

Based on the explanation above, the researcher can conclude that writing ability is a capacity of person to produce written message from words, into sentences, text, and coherence where the readers can understand the meaning. Writing ability is the ability of writing with the appropriate grammar. In addition, vocabulary mastery, correct sentence structure, and organize ideas plays an important role to be a successful writing. There are some indicators of writing; (a) vocabulary mastery, (b) grammar, (c) correct sentence structure, (d) organize ideas, (e) motivation, and (f) reading habit.

#### 4. The Purpose of Writing

Writing not only for the formal situation where taught as subject in English classroom but also as the media to inform the reader about current situation, someone's experience or as entertainment. The chooses of appropriate words and creating with the developing of good ideas can make the written more interesting to read it. Related to this statement above, there were some purposes of writing as follows:

1) To express the writers' feeling

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

2) To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

3) To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing. In conclusion to the discussion above, written language is used to get things done, to provide information and to entertain. In 17 the case of information, written language is used to communicate with others who are removed in time and space.



## **B. Think-Talk-Write (TTW) Strategy**

Huinker and Laughlin firstly introduced Think-Talk-Write (TTW) strategy in 1996. Basically, this strategy divided into thinking, talking, and writing. Think-Talk-Write (TTW) strategy is a learning model trains students' writing skills. TTW strategy is classified into cooperative learning which means students are learning into the group. It means to reach the objectives of learning, the students are working. As defined by Huda (2016), Think-Talk-Write (TTW) strategy is a cooperative learning strategy that encourages students to think about a subject, talk about it, and then write about it. Cooperative learning makes students more active in learning where they are asked to work together. Think-Talk-Write (TTW) Students can use this method to influence and manipulate ideas before they present them to the class and they are written down, as well as gather and create ideas through organized conversations. The flow advances of TTW strategy starts from the involvement of students in thinking previously after the process of reading. Students sharing the ideas with classmates in a group then asked to write they have done before.

Yamin and Ansari (2012) state that Think-Talk-Write (TTW) is built of activities such as thinking, talking, and writing. TTW strategy divided into three points of steps they are T (Think), T (Talk), and W (Write). Students ask to make a dialogue; this dialogue can do by own self or make a group. Then, talking and sharing with another, then students write. The students will give the time to talk with themselves about the topic given by the teacher. Then, the students will discuss with classmates in the group about how the topic is

developed into sentence and paragraph. Finally, the students write a text after think and talk.

Through Think-Talk-Write (TTW) strategy students are asked to play an active role in the classroom. This strategy is more effective if divided into a group. Each group at least consists of 4-6 students. Every student in each group discussion about the problem and shared ideas to solve. As writing strategy, TTW is important for students in the process of the teaching and learning that can improve students' writing ability of descriptive text and develop vocabulary. According to Suyatno in Asvini, *et al.*, (2020) TTW is a teaching strategy that used to practice the language before it is written. It meant the use of TTW strategy can make students' recognize writing easily.

Based on the above description, it is clear that this strategy is intended to enhance students' writing abilities and as a problem solving for students. Hopefully, TTW strategy can help and improve students' skills in learning writing the descriptive text easily and can make good writing.

### **1. The Procedures of Think-Talk-Write (TTW) Strategy**

According to Huinker and Laughlin (1996), TTW basically built by three procedures namely T (Think), T (Talk), and W (Write). Huda (2016) mentions the procedures as follows:

#### **1. Think**

Students think by themselves about ideas and make a small note after reading the material given.

## 2. Talk

Students reflect, organize, and express their own ideas in group discussion activities during this process.

## 3. Write

At this phase students write down the ideas of results that they have discussed before at first and second phases.

## 2. The Steps of Implementing Think-Talk-Write (TTW) Strategy

To know Think-Talk-Write (TTW) strategy can give effect for students writing the descriptive text on the teaching and learning process in the classroom. Yamin and Ansari (2012) mentioned some steps an implementing Think-Talk-Write (TTW) strategy as follows:

- a. Students read the instructions based on the teacher's topic and make notes on what they think (*Think*), as well as answer (make notes) some of the teacher's questions about that topic. *LKS* is one of the examples of the media for instruction.
- b. In a group setting, students communicate and work with their classmates to discuss the notes (*Talk*). Students can use this method to influence and manipulate ideas before they present them to the class. They are also able to be suggested by the other members in the group to add some information related to the topic given.
- c. Students express and write the result of discussion in written form (*Write*). Through writing can help students measure the understanding of the material have learned and realize one of learning purpose.

d. Students reflect on what they have learnt and draw conclusions.

Each group has one student present their writings, while the other group gives an idea.

Based on the explanation above, it can be concluded that Think-Talk-Write (TTW) strategy include a cooperative learning strategy that stimulates students to think, talk, and then write about a specific subject. Think-Talk-Write (TTW) strategy has some indicators such as:

- 1) Can give the students' motivation.
- 2) Bring students' spirit.
- 3) Assists the students in the learning process.

### **3. The Advantages and Disadvantages of Think-Talk-Write (TTW) Strategy**

#### **a. The Advantages of Think-Talk-Write (TTW) Strategy**

Think-Talk-Write as one of techniques can bring some advantages when it is implemented. According to Vasiljevic (2010), there are some advantages of Think-Talk-Write strategy. Those advantages are presented as follows:

1. Helps to sharpen the entire visual thinking skills of the students through a picture.
2. The teaching and learning process is a student centered model, so the teacher is only a facilitator.
3. Helps the students to expand their ideas by supporting ideas from his group mates and it will create a better writing.

4. Develops critical and creative thinking skills of students.
5. Engages the students actively in learning by interacting and discussing with the group mates so they are motivated to learn.
6. Allows the students to think and communicate with friends, teachers, and even with themselves, so that the ideas and corrections shared in discussion will be an essential thing to make a better writing.

b. The Disadvantages of Think-Talk-Write (TTW) Strategy

Every strategy has the advantages and disadvantages. Not only showed the advantages of Think-Talk-Write (TTW) Strategy but in the following below also mentioned about the disadvantages of Think-Talk-Write (TTW) strategy:

1. Can make the students easy to lose their confidence because when students work in group, they are varied with heterogeneous students.
2. Takes more time to share and express the students' ideas especially in "*talk*" activity.

### **C. Descriptive Text**

Descriptive can be a description of a person, a place, an emotion, or an object through a word to convey it. According to Fawcett and Sandberg (1984), descriptive is a kind of text that describes something, an individual, a scene, or an object into words so others can picture it. Meanwhile, Wishon and Burks in Jeniar (2016), illustrate how descriptive text is a summary of how things look,



smell, taste, feel, or sound; it can also evoke emotions like happiness, loneliness, or fear. It means readers can imagine what something looks like, a person, a place or an object about someone experiences through describe by words or written. The good writing the descriptive makes the reader feels as if he or she is present in a scene. Based on the expert theories, it is clear that descriptive text is one kind of writing types. The aims of descriptive is describing about a thing, someone's feeling or an object with words for a reader.

### **1. The Generic Structure of Descriptive Text**

Every type of writing has a distinct structure or set of phases that must be followed in order to accomplish a goal through language (Emilia, 2014). Descriptive text has its own generic structures to recognize easily. Knapp and Watkins confirmed the following below are the generic structures of descriptive text:

#### **a. Identification**

The term "identification" refers to the process of determining the phenomenon to be described. This part usually appears in the first paragraph or a few earlier sentence. This element as a general statement aims to introduce and identify specific participant to be described in descriptive writing. The participants involve a person, something, a place, an animal, an emotion or an event.

b. Description

The description comprises the unique participant's data or information by describing its traits, appearances, personality, habits, or qualities (Knapp, 2005)

**2. The Language Features of Descriptive Text**

There are the identified some of language features of descriptive text:

- a. Focus on specific participants
- b. Use of attributive and identifying processes
- c. Often use of nickname and classifiers in nominal groups
- d. Use of simple present tense (Gerrot, 1994)

### 3. Example Model of Descriptive Text

**Table 2.1**

**Vin Diesel**

<b>Generic structure</b>	<b>Text</b>
<b>Identification</b>	Talking about idol, I have favorite idol too. He is Mark Sinclair or commonly known as Vin Diesel is an actor, director, writer, and film producer. He has characteristic with bald head and his acting in action movies.
<b>Description</b>	Vin Diesel was born in Alameda County, California, USA on July 18 <sup>th</sup> , 1967. Now he is 53 years old. Diesel first debut started in 1975 when he was 7 years old. His first movie released in 1990 entitled Awakenings. In 1999, he first won as Best Cast category in Online Film Critics Society Award. He became famous because his role as Dominic Toretto in the sequel of The Fast and the Furious movie. In whole his life, he had been played around 30 movies. He is as actor and also producer of his famous movies such as The Fast and the Furious movie, the sequel of The Chronicles of Riddick, The Return of Xander Cage: XXX Series and The Last Witch Hunter. His upcoming movies in theater are Bloodshot and The Fast and Furious 9.

#### D. Previous of Research

Several researchers have been researched the study about the effect of Think-Talk-Write (TTW) strategy on students' writing ability in the descriptive text. There are some relevant researches as a reference to this research project.

The first research was analyzed by Nofita Sari (2014) entitled "*The Effect of Using the Think-Talk-Write Strategy in Teaching Writing an Analytical Exposition Text toward Grade XI Students' Writing Achievement at SMA N 10 Padang.*" The previous study is quantitative research and used quasi-experimental as design. It has the aimed to determine the effect of using Think-Talk-Write (TTW) strategy in the teaching writing of analytical exposition text on students' writing achievement. The previous research and this research have a similarity in the research design. The differences are population and variable. The previous research used an analytical exposition as variable. Meanwhile, this research will be used variable of descriptive text. The previous research took population on XI grade students of SMA N 10 Padang in the academic year 2013/2014. Meanwhile, the population of this research is VIII grade students of SMP N 12 Seluma. Based on the value analysis using the t-test formula, the t-value (2.33) is greater than the t-table (1.690). So it can be concluded that the result of the previous research there was a significant effect by use Think-Talk-Write (TTW) strategy in the teaching writing of analytical exposition text and give a better effect on students' writing achievement.

The second research is conducted to Henny Ambarsari (2018) entitled "*The Effect of Think Talk Write (TTW) Strategy and Students' Reading Habit toward Students' Writing Ability*". The aim of the previous study is to find out the effect of Think-Talk-Write (TTW) strategy in students' reading habit of report text toward students' writing ability at 3<sup>rd</sup> grade students of SMP IT

Al-Husna Kampar, Riau. To analyze the data, the previous research used quasi-experimental as design. The instruments used a writing test and reading habits questionnaire to gain the data. T-test formula and two ways Anova used as data analysis technique. The previous research with this research have similarity on research design where used quasi-experimental. The differences between the previous research and this research are population, variable, and data analysis technique. The previous research took the population of the third grade students of SMP IT Al-Husna Kampar, Riau. Meanwhile, this research will take the population at eighth grade students of SMP N 12 Seluma. The variable of the previous research is focused on students' reading habit, and this research is will focus on students' writing descriptive text. The result of the writing test revealed that TTW Strategy is gives a significant effect on students writing ability.

The last is conducted to Nurul Hikmah (2019) with the thesis title *"Improving the Students' Writing Skill in Descriptive Text by Using Think-Talk-Write (TTW) Strategy (A Classroom Action Research for the Tenth Grade of Senior High School of MAN 2 Semarang in the Academic Year of 2018/2019)"*. The previous research was Classroom Action Research. It has the purpose to find out the result of the implementation of using Think-Talk-Write (TTW) strategy in improving students' writing in the descriptive text for the tenth grade students of MAN 2 Semarang in the academic year of 2018/2019. The result of the previous research showed that the use of TTW strategy can improve students' writing skill in descriptive text. The similarity

of this study with previous research is used the same strategy. The differences of this study and previous research are on the methodology and population. The previous research used CAR (Classroom Action Research) and took population students at tenth grade students of senior high school of MAN 2 Semarang. Meanwhile, this study will be designed as experimental research and took population at eighth grade students in Junior High School of SMP N 12 Seluma.

#### **E. Hypothesis of Research**

The researcher proposes ( $H_a$ ) alternative hypothesis and ( $H_o$ ) null hypothesis in order to find the answer of the problems. If  $t$ -test (the value)  $\geq t$  table indicates that  $H_a$  is accepted and  $H_o$  is rejected. However, if  $t$ -test (the value)  $< t$  table indicates that  $H_a$  is rejected and  $H_o$  is accepted. Based on the research problem above, the hypothesis can be mentioned as follows:

a. Alternative Hypothesis ( $H_a$ )

“ There is a significant effect on students’ writing ability in descriptive text between those who are taught using Think-Talk-Write (TTW) Strategy and does who do not ”

b. Null Hypothesis ( $H_o$ )

“ There is no a significant effect on students’ writing ability in descriptive text between those who are taught using Think-Talk-Write (TTW) and does who do not ”

## CHAPTER III

### RESEARCH METHOD

This chapter presents research design, population and sample, research instrument, technique for collecting data, procedures of research, data analysis techniques, validity and reliability test, and assessment of writing test.

#### A. Research Design

This research was quasi-experimental research design. The research method used was quantitative research method. Quasi-experimental research is the most conclusive and scientific method because the researcher provides different treatments and then evaluates their effects (Fraenkel, 2000). Meanwhile, Ary (2010) claims with groups that are not randomly assigned; a quasi-experimental design is used to identify any causal impact between the independent and dependent variables. In this study, the TTW Strategy was an independent variable, while a dependent variable was students' writing descriptive text. The effect of using the Think-Talk-Write (TTW) Strategy investigated by used two-group design: an experimental group and a control group. The pre-test and post-test was used by the researcher. Before having treatment, all groups administered a pre-test to determine the students' grades. The researcher gave treatment (teaching writing descriptive text using TTW Strategy) to the experimental group. The control group not gave a treatment (teaching writing descriptive text without using TTW Strategy) by the researcher. After giving a treatment, the researcher gave a post-test to measure whether or not the significant effect by giving treatment before post-



test. Both groups were given a post-test to determine the students' score after applied treatment. The result of the post-test of experimental compared with control class. The scheme of this research design can be seen in the following table 3.1:

**Table 3.1**  
**The Scheme of Quasi Experimental Design**

Subject	Pre-test	Treatment	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

Where:

E : Experimental group

C : Control group

X : Treatment by using the TTW Strategy

Y1 : Pre-test

Y2 : Post-test

## **B. The Population and Sample of Research**

### **1. Population**

The population is all of the people involved in the research. The populations of this research were students in the eighth grade of SMP Negeri 12 Seluma in the academic year 2020/2021. The researcher selected this school because it was found the fact that another previous researcher has never conducted similar research about an English subjects in this school. The researcher chose eighth grade because based on the result of pre-observation by interviewed some students, the researcher found the problems in English, especially in writing such as less of vocabulary, lack of grammar, and arrange sentences at this level. Besides the problems found, there are several reasons that underlie why

the researcher chose eighth grade as the population of research. Students at ninth started have been busy with various exercises, tutors and additional lessons. Students focus on doing many exercises related to the national examination. In another case in seventh grade, students in this level start learning the basics of English because when they were in elementary school they did not learn English. Therefore, based on several reasons the researcher selects eighth-grade students as a population for this research.

The total number of population of students was 39 with 19 students in class VIII A and 20 students in class VIII B. The following table 3.2 shows the population size of the research design:

**Table 3.2**

**The population number at eighth grade students of SMP N 12 Seluma**

No.	Classes	Male	Female	Students
1.	VIII A	7	12	19
2.	VIII B	11	9	20
<b>Total Students</b>				<b>39</b>

*Source from the students at eighth grade of SMP N 12 Seluma*

## 2. Sample

In this research, the researcher was used purposive sampling as sampling technique in selecting sample. Neuman (2013) defined purposive sampling is a sort of non-random sampling in which the researcher employs a variety of method to locate all examples of a highly

specialized and difficult-to-reach group. According to Sugiyono (2013), sample is part of the number and characteristics possessed by the population. All of the population was as samples because the sample was a representative population that only consisted of two classes. The classes divided into two groups: experimental and control. This research took VIII A as an experimental group and VIII B as a control group as the sample. Both of two class selected was used as the sample after the researcher measured students means score.

**Table 3.3**

**The Sample of Research**

<b>No</b>	<b>Population</b>	<b>Group</b>	<b>Number of the Population</b>	<b>Male</b>	<b>Female</b>	<b>The English Mean Score</b>
1.	VIII A	Experiment	19	7	12	73.75
2.	VIII B	Control	20	11	9	72.00

*Source from the students at eighth grade of SMP N 12 Seluma*

**C. Research Instrument**

Instruments were the facilities that need in collecting the data to support the research. The researcher was used instruments of tests and documentation. Students writing scores known by giving tests where writing tests was used as an instrument. The instrument of this research was used test and documentation. The used of documentation was as an additional data to support the research.

## 1. Test

The researcher was used writing test to know whether there is difference before and after using TTW Strategy in students' writing score. Arikunto (2006) a test is a tool for gathering information that provides an answer to the instrument's query, and it requires students to demonstrate their abilities. Testing is a way to measure students' abilities (Hughes, 2003). Writing test was used by the researcher as an instrument to gain the data. The researcher asked students to write about writing descriptive text. Both experiment class and control class give the instruments by the teacher. After instruments given by the researcher, the experiment class gives a treatment (TTW Strategy). Meanwhile, the control class not gives a treatment. The aimed of using a treatment was to see whether there is a significant impact on students' writing ability in descriptive text after using a treatment (TTW Strategy).

## 2. Documentation

The researcher was used documentation as additional data to support the result of test. Documentation means such as photographs of students' attendance list, students' scores, students' results of the test, learning process, classroom conditions, the library, the building of SMP Negeri 12 Seluma, and other data that can be used as supportive evidence.

## **D. Techniques for Collecting Data**

### 1. Pre- test

Pre-test gave to all of sample before conducting the treatment to the experimental class. The aimed of pre-test to determine the students' ability in writing before having the treatment.

### 2. Treatment

The treatment gave not all of the class but only experimental class (VIII B). The treatment was used Think-Talk-Write (TTW) Strategy. In control class only used conventional method in the teaching and learning process.

### 3. Post-test

Post-test gave after having a treatment but it is given to both of classes. Both of experimental class and control class gave the post-test. The aimed of post-test was to know students achievement in writing the descriptive text after having treatment Think-Talk-Write (TTW) Strategy .

## **E. Procedures of Research**

In order for doing this experiment, there were the procedures of research below:

### **1. Pre-test**

The researcher conduct pre-test to see how far students' ability in writing descriptive text. According to Muijs in Ratna and Giska (2020) before giving the treatment, a pre-test was used to measure the experiment effect (e.g., a test). The researcher administers a pre-test to

the experimental and control groups before implementing the treatment Think-Talk-Write (TTW) Strategy. Both of groups would be administered a pre-test to determine the students' scores before having treatment. The students of both experimental and control class asked to do a writing test. The aimed of pre-test was to determine students' writing ability in descriptive text.

## 2. Giving a Treatment

After giving the pre-test to the both of class, the next step was conducting treatment. One of the groups gave the treatment while another not gave a treatment. The researcher conducts the treatment during teaching and learning activity with the students of experimental class (VIII A) in six meetings which were consisted twice meetings in every week. Meanwhile, the control class not gives a treatment. The procedure in teaching and learning activity by using Think-Talk-Write (TTW) Strategy as follows:

### a. Pre activity

The researcher comes into the class and saying and was checked students attending list. It also asked about students' situation before started the lesson, the researcher prepared the materials.

- *“Assalamu’alaikum Warrahmatullahi Wabarakatuh”*
- *“Good morning class. How are today?”*
- *“So, before we start the lesson today let me check your attendance list firs”.*

Then, the researcher divided students into group; each group consisted of 4-6 students.

b. While activity

1. The researcher explained about writing descriptive text.

- *“Okay, lets’ start the lesson. So before I explain the material, let me ask you about the descriptive text. Do you ever know or heard about descriptive text? What is descriptive text?”*

2. The researcher gave the students an example of descriptive text and read it. It was aimed to give students brainstorming and understanding about descriptive text.

- *“There is the example text of descriptive text. you can see in the whiteboard. The example of descriptive text about a person. Let we read together ‘Vin diesel’”*
- *“Do you ever heard or know Vin Diesel yet?”*
- *“He is an actor, director, writer, and film producer”*

3. Then, the researcher explained to them about generic structures of descriptive text that consisted of identification and description.

- *“After I have explained the before. Then, we go to the generic structure of descriptive text”*
- *Based on the Knapp and Watkins theory, there is two kinds of generic structure; a. identification, b. description”*



- *“Identification is the general statement which usually appears in early paragraph aims to identify the phenomenon to be described”*
- *“Description is the detail information that explained the identification to be more specific”*

c. Post activity

The researcher asked students to discuss in their group and mentioned a part of text that involves into identification and description. Students was gave a topic by the researcher related to the descriptive text.

- *“So, after we taught about descriptive text at previous. I ask you to discuss in the group about where is a part of identification and the part of description”*
- *“After discuss it please write about the descriptive text related to the topic given by teacher such about the person, a place, animal, or your emotions in your book at least 150 words”*
- *“You may discuss with your partner in a group and open your own dictionary!”*

**3. Post-test**

Following the treatment of the experimental class, the researcher administers a post-test. Both the experimental and control groups were given a post-test. This test aimed to measure there are the students’

achievement in writing descriptive text in experimental class after giving treatment.

## **F. Data Analysis Techniques**

Quantitative data is a technique to analysis and count the data (Ary, 2010). Data collected through a test process consisted of pre-test and post-test. Then, the data of post-test collected was managed and count used independent sample T-test at IBM SPSS 20.0 version. Statistical analysis would be used to examine the results of data.

### **a. Normality Test**

The normality test was used to determine if the data from both groups had a normal distribution or not. The Kolmogorov-Smirnov test in SPSS 20.0 for windows was used to analyze this test in this study. The normality test used the following procedure:

#### **1) Hypothesis**

H<sub>0</sub>: Samples come from normally distributed populations

H<sub>a</sub>: Samples are not from normal distribution populations

#### **2) Significance degree = $\alpha = 5\%$**

#### **3) Criteria area:**

H<sub>0</sub> is rejected if the probability value (sig.) < 0.05

H<sub>0</sub> is accepted if the probability value (sig.) > 0.05

### **b. Homogeneity Test**

Homogeneity test was used to determine whether the study population has the same variance or not. For the homogeneity variance test

used the Levene statistics IBM SPSS 20.0 because in this research only consisted two groups with the following procedure:

Hypothesis

$H_0$  : The variation in each data group is the same  
(homogeneous)

$H_a$  : The variation in each data group is not the same  
(heterogeneous)

1) Significance degree =  $\alpha = 5\%$

2) Regional criteria:

$H_0$ : rejected if the probability value (sig.) < 0.05

$H_0$  : accepted if the Probability value (sig.) > 0.05

c. T-test

The t-test is an inferential statistic that is used to determine whether there is a significant difference between two classes' means. The researcher utilized the t-test to calculate the data from the pre-test and post-test. The researcher was used t-test formula and compared the first data (pre-test) with the second data (post-test) to know whether there was a significant effect after give the treatment. The aimed of comparing pre-test and post-test results was to determine whether the Think-Talk-Write (TTW) Strategy has had a major impact on students' descriptive writing ability.

The scheme of t-test formula as follows:

$$T = \frac{X_1 - X_2}{S \sqrt{X_1 - X_2}}$$

Where:

$t$  = the t-test formula

$X_1$  = the mean of the first group

$X_2$  = the mean of the second group

$S_{X_1 - X_2}$  = the standard error of the difference in means

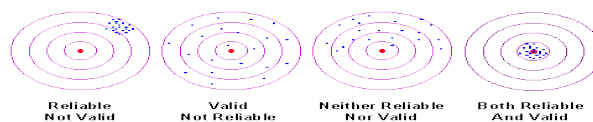
(Source McMillan)

### G. Validity and Reliability Test

Validity and reliability test is necessary when a researcher conducts a study. The purpose of validity and reliability test is to see the accuracy of a test instrument as a measuring tool for a research variable. Basically, validity and reliability were related to each other even though they seem to have different concepts. The relationship between validity and reliability showed in the following figure 3.1

**Figure 3.1**

#### The relationship between validity and reliability



Validity refers to whether a measuring instrument accurately assesses the behavior or quality that it is designed to measure (Anastasi, 1997). Before the instrument was distributed to the respondents, it was tested for validity and reliability by giving it to the validator. The researcher asked the English teacher from a different school as a validator to provide an assessment of the test instrument. The validator gave instrument sheets the term of three aspects, they are; the face validity, the content validity, and construct validity.

a. Face validity

Face validity refers to what looks to be measuring something rather than what should be measured. It was a technique of measuring the validity of an instrument only seen from its shape or what appears without seeing its content.

b. Content validity

Content validity is the degree to the items, questions or assignments in a test or instrument that can represent the overall behavior of the sample subject to the test. In this research, the researcher makes the instrument test based on the syllabus at eighth grade students of SMP Negeri 12 Seluma. The students were required to write about descriptive text based on a topic provided by the researcher which was relevant to the syllabus. The content validity was showed in the following table 3.4

**Table 3.4**  
**The content validity**

<b>Material</b>	<b>Competence Indicators</b>
Descriptive text	<ul style="list-style-type: none"> <li>• Students are able to write about descriptive text.</li> <li>• Students are able to write the text with a generic structure clearly.</li> </ul>

c. Construct validity

The suitability between the results of the measuring instrument and the ability to be measured was referred to as construct validity.

The students asked a question that was relevant to the syllabus. It was consisted of a single item or essay that was constructed based on the definition of a specific person, place, emotion, symbol, and object in order to evaluate the students' writing ability.

#### H. Assessment of Writing Test

Assessment needed to evaluate the learning outcomes of students based on what they have learned. O'Malley and Pierce (1996) state that writing assessment should evaluate more aspects of writing than just mechanic and grammar, and should capture some of the processes and complexity involved in writing so that the teacher can know in which aspects of the writing process students are having different.

To find out the final score of assessing writing test, there was the following formula.

$$\text{Formula: score} = \frac{C+O+G+V+M}{100} \times 100$$

Total scores = 100, where minimal scores = 34 and maximum scores = 100.

The results of the test were classified of extremely good, good, fair, low, and extremely low. There was the score classification:

**Table 3.5**

#### **Score Interpretation**

<b>Categories</b>	<b>Score</b>
Excellent	80-100
Good	70-79
Average	60-69
Poor	40-59
Very Poor	0-39

*(Nurgianto in EenKuswara, 2014)*

To assess the score of writing, there were some aspects that needed such as content, organization, grammar, vocabulary, and mechanics. For more detail, it can be seen in the following table below:





**Table 3.6**  
**Rubric on Assessing Students Writing**

Aspect	Score	Performance	Weighting
Content 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but details are almost relating to the topic.	
	2	The topic is complete and clear but details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse and connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary 15%	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, and not understandable.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

*Source adapted from Brown (2007)*

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter presented the result of the study which is included data presentation, the result and discussion.

#### A. Data Presentation

##### 1. The Description Data of Pre-test and Post-Test Score of Experimental Class

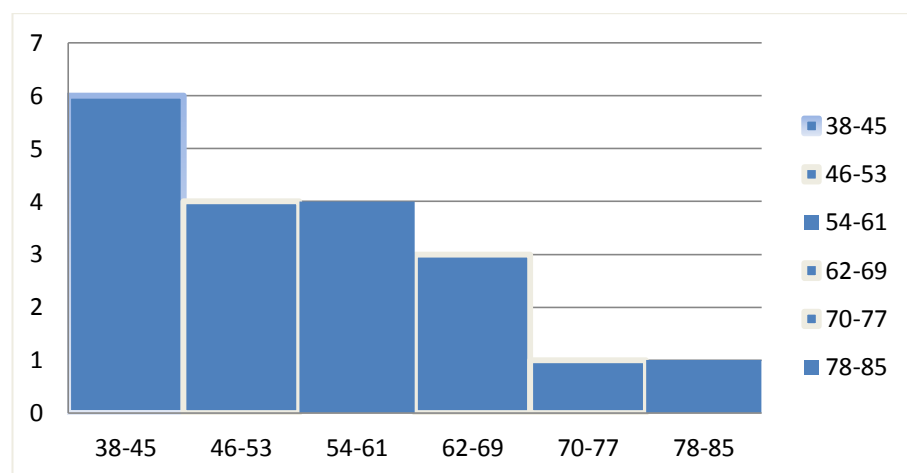
In order to examine the students' understanding before and after conducting the treatment in the experimental group, the pre-test and post-test scores are distributed in the following table.

**Table 4.1**  
**Frequency Distribution of Students' Pre-test and Post-test Score of the Experimental Class**

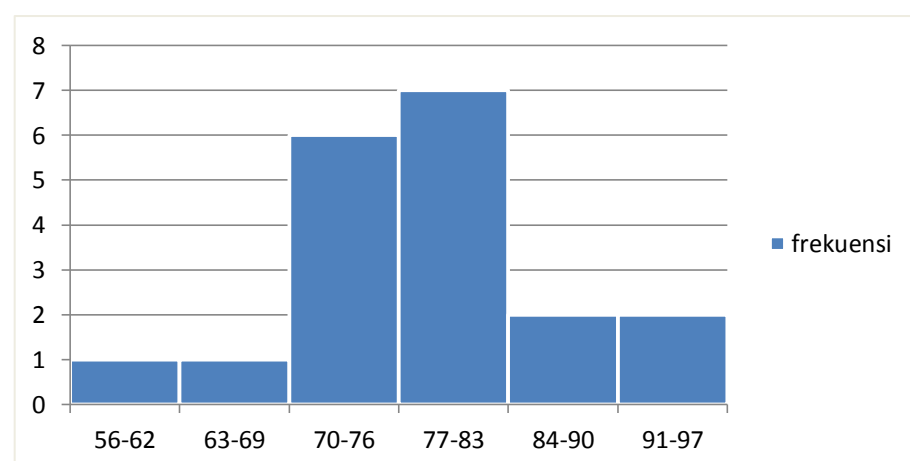
No.	Name	Experimental Group			
		Pre-test score	Predicate	Post-test score	Predicate
1.	ADS	52	Poor	70	Good
2.	ALP	39	Very Poor	56	Poor
3.	CL	54	Poor	84	Excellent
4.	DPR	47	Poor	76	Good
5.	DST	40	Poor	74	Good
6.	DMS	39	Very Poor	72	Good

7.	ER	42	Poor	77	Good
8.	FAR	48	Poor	76	Good
9.	KDR	61	Average	85	Excellent
10.	LM	62	Average	81	Excellent
11.	MA	78	Good	95	Excellent
12.	RA	66	Average	80	Excellent
13.	RFS	38	Very Poor	74	Good
14.	SNC	57	Poor	80	Excellent
15.	YRS	71	Good	92	Excellent
16.	YL	38	Very Poor	69	Average
17.	ZK	57	Poor	80	Excellent
18.	ZS	49	Poor	82	Excellent
19.	ZE	65	Average	83	Excellent
<b>Total</b>		<b>1003</b>		<b>1486</b>	
<b>Mean</b>		<b>52.7</b>		<b>78.2</b>	
<b>Lowest Score</b>		<b>38.00</b>		<b>56.00</b>	
<b>Highest Score</b>		<b>78.00</b>		<b>95.00</b>	
<b>Range</b>		<b>40.00</b>		<b>39.00</b>	
<b>Standard Deviation</b>		<b>12.13</b>		<b>8.61</b>	
<b>Standard Error of Mean</b>		<b>2.783</b>		<b>1.97</b>	

Based on the table 4.1, the post-test score was greater than the pre-test score. It suggests that teaching students to write descriptive texts utilizing the Think-Talk-Write (TTW) Strategy can improve their writing skills and have a substantial impact. Figures 4.1 and 4.2 shows the frequency distribution of pre-test and post-test scores in the experimental group.



**Figure 4.1 The Histogram of Frequency Distribution of Students' pre-test score of the Experimental Class**



**Figure 4.2 The Histogram of Frequency Distribution of Students' post-test score of Experimental Class**

Based on the graph above, it can be seen that students' writing score in post-test is higher than students' writing score in pre-test. The histogram showed a significant increase before and after applying a treatment to experimental class. It means, applying a treatment TTW Strategy can give significant effect on students' writing ability in descriptive text.

## 2. The Description Data of Pre-test and Post-Test Score of Control Class

The pre-test and post-test scores of the students are distributed in the table below in order to analyze the students' knowledge before and after in control group without having a treatment.

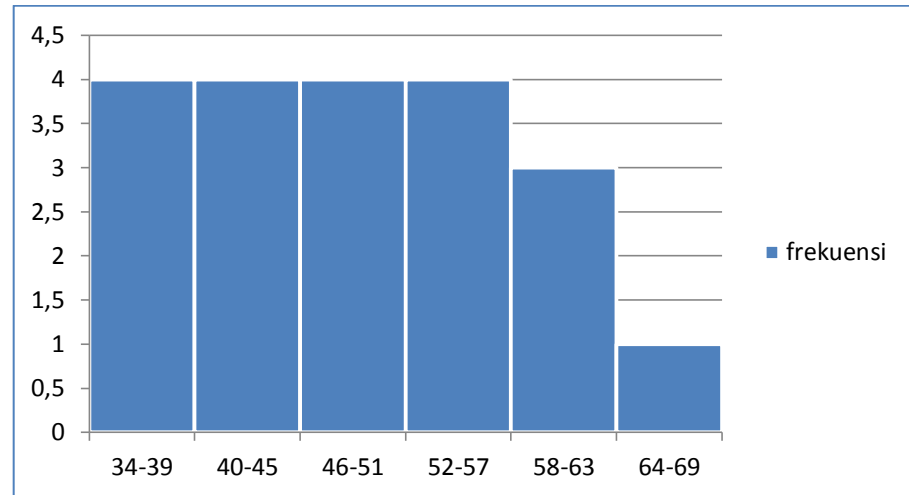
**Table 4.2**  
**Frequency Distribution of pre-test and Post-test score of**  
**Student in the Control Class**

No.	Name	Control Group			
		Pre-test score	Predicate	Post-test score	Predicate
1.	AA	45	Poor	55	Poor
2.	ADF	41	Poor	42	Poor
3.	AW	39	Very poor	62	Average
4.	AIS	47	Poor	57	Poor
5.	AP	43	Poor	54	Poor
6.	BAW	34	Very poor	35	Very poor
7.	DRS	46	Poor	42	Poor

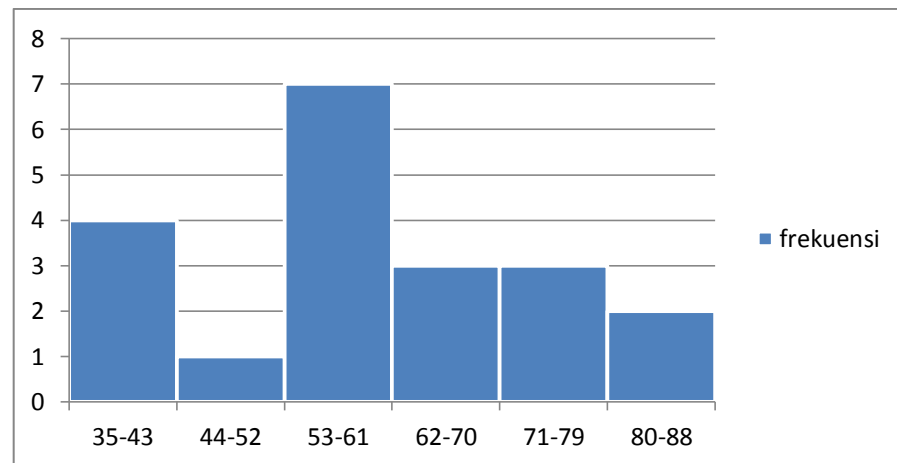
8.	EF	56	Poor	70	Good
9.	EVE	59	Poor	54	Poor
10.	EJP	61	Average	85	Excellent
11.	HEP	34	Very poor	65	Average
12.	LL	50	Poor	61	Average
13.	NT	66	Average	77	Good
14.	RPS	55	Poor	59	Poor
15.	RP	35	Very poor	42	Poor
16.	RS	48	Poor	59	Poor
17.	SM	53	Poor	75	Good
18.	SRP	45	Poor	48	Poor
19.	YRS	59	Poor	83	Excellent
20.	YP	57	Poor	71	Good
<b>Total</b>		<b>973</b>		<b>1196</b>	
<b>Mean</b>		<b>48.6</b>		<b>59.80</b>	
<b>Median</b>		<b>47.5</b>		<b>59</b>	
<b>Lowest Score</b>		<b>34.00</b>		<b>35.00</b>	
<b>Highest Score</b>		<b>66.00</b>		<b>85.00</b>	
<b>Range</b>		<b>32.00</b>		<b>50.00</b>	
<b>Standard Deviation</b>		<b>48.65</b>		<b>14.801</b>	
<b>Standard Error of Mean</b>		<b>2.10</b>		<b>3.14</b>	

Based on the table 4.5 that the post-test score of the control class was not give significance increase because in this class does not give the treatment Think-Talk-Write (TTW) Strategy.

The histogram of frequency distribution of pre-test and post-test score in control class can be seen on the following figure 4.3 and 4.4.



**Figure 4.3 The Histogram of Frequency Distribution of Students' pre-test score of the Control Class**



**Figure 4.4 The Histogram Frequency of Students post-test score of control Class**

Based on the following figure above, it can be seen that students' writing score in post-test was no difference than students' writing score in pre-test. The histogram showed that only a few

students reach score in excellent category. In this control class not give a treatment TTW Strategy but the researcher only taught the students used conventional method. It means, applying a treatment TTW Strategy can give significant effect on students' writing ability in descriptive text in experimental class than students writing score in control class who were not taught by using TTW Strategy.

## **B. Result**

This chapter discusses the findings of the study. Based on the data analysis, the results were produced. The data were gained from students' scores of writing test that consist of pre-test and post-test given to both of experimental and control class. The result showed that the students' ability in writing descriptive text at eighth grade students' of SMP Negeri 12 Seluma was improve. The findings of this study were gained from data analysis which was discussed in previous chapter. Before analyze the data should be normal distributed and homogeny. And then, to analyze the data was used t-test formula. The finding were as follows:

### **1. Normality Test**

Before analyzing the data using t-test formula, the data should be measured have normal distributed. To see if the data have normal distribution the Kolmogorov-Smirnov test was used both of group. The used of Kolmogorov-Smirnov because if the sample  $> 30$  and in this research the samples had 39 respondent.



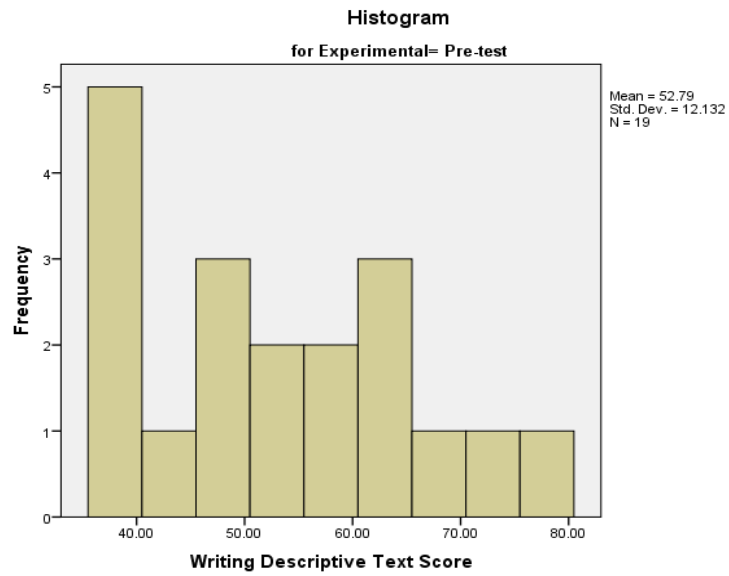
**a. The Result of Normality Data of Pre-test and Post-test score in Experimental Class**

The result of normality tests of pre-test and post-test scores of the experimental class showed in the following table 4.3.

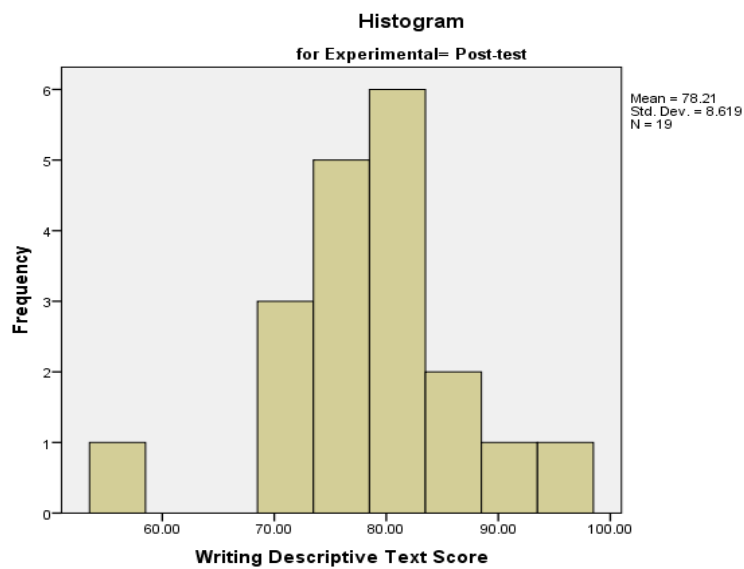
**Table 4.3**  
**Tests of Normality**

	Experimental	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Descriptive	Pre-test	.129	19	.200	.937	19	.233
Text Score	Post-test	.110	19	.200	.958	19	.536

Based on the results of the tests of normality used Kolmogorov-Smirnov in the table 4.3. It is showed the significance value (sig.) of the pre-test scores in experimental class was (sig.) = 0.200 > 0.05 and Shapiro-wilk table (sig.) = 0.233 > 0.05. It means Ho was accepted because the pre-test scores was higher than 0.05. Meanwhile, in the post-test scores in experimental class the significance value (sig.) was (sig.) = 0.200 > 0.05 and Shapiro-wilk table (sig.) = 0.536 > 0.05. It means Ho was accepted because the post-test scores was higher than 0.05. So it can be concluded that pre-test and post-test scores of experimental class were normally distributed. The histogram of the normality data of pre-test and post-test scores of the experimental class showed on the following figure 4.5 and 4.6.



**Figure 4.5 The Histogram of the Students' Pre-Test in Experimental Group**



**Figure 4.6 The Histogram of the Students' Post-Test in Experimental Group**

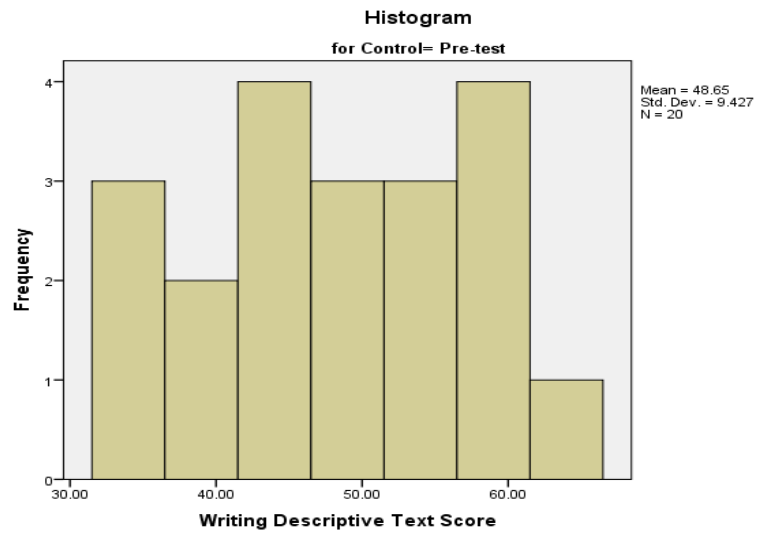
**b. The Result of Normality Data of Pre-test and Post-test score in Control Class**

The result of normality tests of pre-test and post-test scores of the control class showed in the following table 4.4.

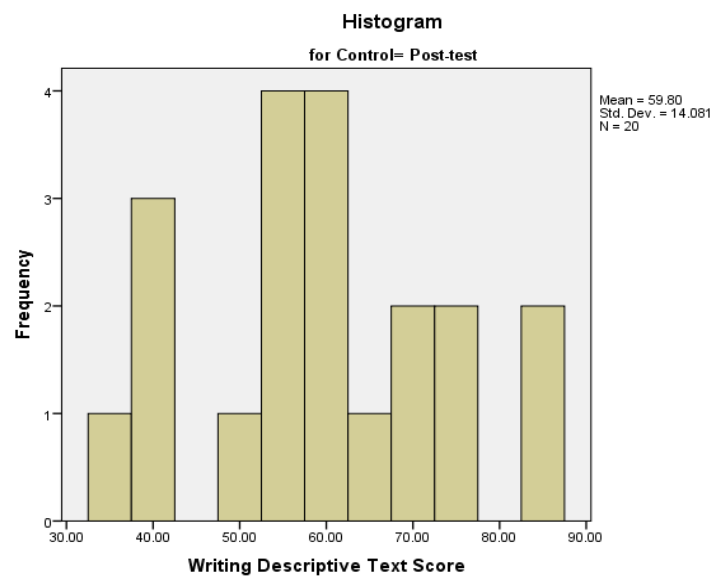
**Table 4.4**  
**Tests of Normality**

	Control	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Descriptive	Pre-test	.100	20	.200 <sup>*</sup>	.964	20	.621
Text Score	Post-test	.097	20	.200 <sup>*</sup>	.971	20	.777

Based on the results of the tests of normality used Kolmogorov-Smirnov in the table 4.4. It was showed the significance value (sig.) of the pre-test scores in experimental class was (sig.) = 0.100 > 0.05 and Shapiro-wilk table (sig.) = 0.621 > 0.05. It means  $H_0$  was accepted because the pre-test score was higher than significance value (sig.) = 0.05. Meanwhile, in the post-test scores in experimental class the significance value (sig.) was (sig.) = 0.097 > 0.05 and Shapiro-wilk table (sig.) = 0.777 > 0.05. It means  $H_0$  was accepted because the post-test scores was higher than significance value (sig.) = 0.05. In short pre-test and post-test scores of control class were normally distributed. The histogram of the normality data of pre-test and post-test scores of the control class showed on the following figure 4.7 and 4.8.



**Figure 4.7 The Histogram of the Students' Pre-Test in Control Class**



**Figure 4.8 The Histogram of Frequency of the Students' Post-Test in Control Class**

## 2. Homogeneity Test of Variances

Homogeneity test was used Levene statistic of IBM SPSS 20.0 version program. The table below shows the results of testing homogeneity of pre-test and post-test of experimental and control classes.

### a. The Homogeneity of Pre-test Score

**Table 4.5**  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
1.587	1	37	.216

Based on the Levene statistics calculating used SPSS 20.0 program, it can be seen the levene statistic was 1.587, the df1 was 1, df2 was 37 and the significance value was 0.216. It means,  $H_0$  is accepted because the significance value of pre-test score was higher than  $\alpha = 5\%$  ( $0.216 > 0.05$ ). So it can be concluded that the homogeneity of variances in pre-test score both of group was same data (homogeneous).

### b. The Homogeneity of Post-test Score

**Table 4.6**  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
4.341	1	37	.044

Based on the Levene statistics calculating used SPSS 20.0 program, it can be seen the levene statistic was 4.341, the df1 was 1,

df2 was 37 and the significance value was 0.044. It means,  $H_0$  is accepted because the significance value of post-test score was higher than  $\alpha = 5\%$  ( $0.044 > 0.05$ ). So it can be concluded that the homogeneity of variances in post-test score both of group was same data (homogeneous).

### 3. Testing Hypothesis Using Independent Samples T-test SPSS 20.0

Independent samples t-test was used to see there is whether or not significance effect of students' writing descriptive text after applied Think-Talk-Write (TTW) Strategy on experimental between control class who not give the treatment. The standard deviation and standard error mean both of group as follows:

**Table 4.7**  
**The Group Statistics of Experimental (X) and Control Class (Y)**

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Writing Descriptive Text Score	Experimental	19	78.21	8.619	1.977
	Control	20	59.80	14.081	3.149

In the table 4.8 showed the result of descriptive statistic of experimental class (X) with respondent (N) = 19, mean was 78.21, standard deviation calculation of experimental class (X) was 8.619 and standard error mean was 1.977. Meanwhile, the result of descriptive statistic of control class (Y) with respondent (N) = 20, mean was 59.80, standard deviation (Y) was 14.081 and standard error mean was

3.149. It can be concluded if there was difference mean of the results of students writing descriptive text scores in experimental class between control class.

**Table 4.8**  
**The Descriptive Statistics of Independent Samples T-Test**

Class		Statistic	Std. Error	
Class A	Mean	78.2105	1.97733	
	95% Confidence Interval for Mean	Lower Bound	74.0563	
		Upper Bound	82.3647	
	5% Trimmed Mean		78.5117	
	Median		80.0000	
	Variance		74.287	
	Std. Deviation		8.61896	
	Minimum		56.00	
	Maximum		95.00	
	Range		39.00	
	Interquartile Range		9.00	
	Skewness		-.450	.524
	Kurtosis		1.728	1.014
	Mean		59.8000	3.14860
	95% Confidence Interval for Mean	Lower Bound	53.2099	
	Upper Bound	66.3901		
5% Trimmed Mean		59.7778		
Median		59.0000		
Variance		198.274		
Class B	Std. Deviation	14.08097		
	Minimum	35.00		
	Maximum	85.00		
	Range	50.00		
	Interquartile Range	21.25		
	Skewness	.112	.512	
	Kurtosis	-.667	.992	

The result of calculating independents samples showed the descriptive statistics of experimental (class A) and control (class B). Experimental (class A) showed that mean was 78.21, median was 80.00, variance was 74.287. Control (class B) showed mean was 59.8, median was 59, and variance was 198.247. Independent samples t-test was used know whether the significant effect after applying the treatment. So, it was calculating the post-test score both of experimental and control class. It can be seen from the table descriptive statistics that the post-test score of experimental was higher than control class. For more detail to see if there was a significance difference between experimental and control class in the following table below.

**Table 4.9**  
**The Calculation of Independent Samples T-Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.341	.044	4.893	37	.000	18.411	3.763	10.786	26.035
Equal variances not assumed			4.952	31.732	.000	18.411	3.718	10.835	25.986



Based on the table the results of independent samples t-test calculation using IBM SPSS 20.0 program, it was showed that the significance t value sig. (2-tailed) 0.000 was lower than t table 0.05. If t value is lower that t table indicates that  $H_a$  accepted and  $H_o$  rejected. It means,  $H_a$  (alternative hypothesis) was accepted and  $H_o$  (null hypothesis) was rejected because sig. (2-tailed)  $0.000 < 0.05$ . So it can be concluded that there is significant difference on students results score of the experimental between control class.

### **C. Discussion**

As stated in the research question at the previous chapter, this research aimed to see whether there is significant effect of Think-Talk-Write (TTW) Strategy on students' writing ability in descriptive text at eighth grade students in SMP Negeri 12 Seluma. The finding of the study interpreted that  $H_a$  (alternative hypothesis) was accepted and  $H_o$  (null hypothesis) was rejected. It meant the Think-Talk-Write (TTW) strategy is effective toward students writing ability in descriptive text at eighth grade students of SMP Negeri 12 Seluma.

Based on the result finding of the research, the result showed there is Think-Talk-Write (TTW) strategy gives significant difference on students' writing ability in descriptive text. It is based on the different score showed in pre-test and post-test. The total score of pre-test of the experimental class was 1003 and mean was 52.87. In the total score of post-test was 1486 and mean was 78.2. Meanwhile, the total score of pre-test of the control class was 973

and mean was 48.6. In the post-test the total score was 1196 and mean was 59.80. Based on the result of data above, it was showed the result of calculating the data by used IBM SPSS 20.0 program. It was found the mean, range, standard deviation, standard error mean from both of group. The mean score of experimental class in pre-test was 52.7, lowest score was 38.00, highest score was 78.00, range was 40.00, standard deviation was 12.13, and standard error mean 2.783. In the post-test of experimental group mean was 78.21, lowest score was 56.00, highest score was 95.00 range was 39.00, standard deviation was 8.619, and standard error mean was 1.977. The mean score of control class was 59.80, standard deviation 14.081, standard error mean 3.149. It means the mean score of students' frequency distribution in experimental was higher than the mean score of students' frequency distribution in control class.

The result of the calculating the t-test using IBM SPSS 20.0 version showed that the significance t value sig. (2-tailed) 0.000 was lower than t table 0.05. If t value is lower that t table means  $H_a$  accepted and  $H_0$  rejected. It means,  $H_a$  (alternative hypothesis) was accepted and  $H_0$  (null hypothesis) was rejected because sig. (2-tailed)  $0.000 < 0.05$ . The result of the test in the study interpreted that  $H_a$  (alternative hypothesis) was accepted because the treatment given was effective toward students' writing ability in descriptive text and  $H_0$  (null hypothesis) was rejected.

Writing most difficult to be mastered and many challenging that should students overcome. It was hoped there was an appropriate strategy to

overcome students' difficulties in writing. Teacher must create an appropriate strategy to make the environment of classroom more fun, enjoyable, and encourage students interesting and motivation in teaching and learning English at Junior High School. Therefore, the researcher used TTW Strategy to overcome those difficulties. TTW strategy makes students more active in learning because this strategy one of the cooperative learning where they are asked to work together. As defined by Huda (2016), Think-Talk-Write (TTW) strategy is a cooperative learning strategy that encourages students to think about a subject, talk about it, and then write about it. Think-Talk-Write (TTW) strategy allows students to influence and manipulate ideas before they are written down, as well as gather and create ideas through organized conversations. The aimed to increase students' writing by using treatment Think-Talk-Write (TTW) strategy can reach by the implementing some steps. As mentioned by Yamin and Ansari (2012); (a) students read the instructions based on the teacher's topic and make notes on what they think (*Think*), (b) students interact and collaborate with their classmates in a group to discuss the notes (*Talk*), (c) students express and write the result of discussion in written form (*Write*), (d) students making a reflection and conclusion about what they have learned.

From those explanations above, the researcher make in short the implementing of TTW strategy was an appropriate strategy because can increase students' writing descriptive text. This strategy allows students more active and students' plays important role in the classroom. A student allows

discussing with their partner on a group. It could see if  $H_a$  (alternative hypothesis) was accepted because the treatment given was effective toward students' writing ability in descriptive text and  $H_o$  (null hypothesis) was rejected. So, the researcher concluded there is significant effect of students' writing ability in descriptive text who were taught by using TTW Strategy of students at eighth grade in SMP Negeri 12 Seluma.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would make a conclusion and give some suggestions of the research based the result of study in the previous chapter below:

#### A. Conclusion

Based on the result and discussion on the previous chapter, it can be concluded that there was a significant effect on students' writing ability in descriptive text of students who were taught using Think-Talk-Write (TTW) Strategy those who were not. The data gained during the experimental showed if the students of experimental class could improve their writing ability significantly those students of control class. It can be seen in the mean score of the post-test in experimental class was 78.21 which was higher than the mean score of post-test in control class which was 59.80.

The result of testing hypothesis by using independent samples t-test showed that the significance t value sig. (2-tailed) 0.000 was lower than t table 0.05. If t value is lower that t table means  $H_a$  accepted and  $H_0$  rejected. It means,  $H_a$  (alternative hypothesis) was accepted and  $H_0$  (null hypothesis) was rejected because sig. (2-tailed)  $0.000 < 0.05$ . So it can be concluded that there is significant difference on students results score of the experimental between control classes. The researcher can concluded that TTW Strategy is effective to be applied in teaching writing at eighth grade students of SMP Negeri 12 Seluma in academic year 2020/2021.

## **B. Suggestion**

Based on the conclusion above, the researcher suggests this research for the following below:

### 1. For the students

The students paying attention and focus when the researcher explaining the material during teaching and learning process. Besides, the applying of TTW strategy makes students more active in the classroom. The researcher makes a group for students so they can discuss with their partner in the group. It make students more active and can make students improve their writing such as content, organization, grammar, vocabulary, and mechanics. The students also can improve their ideas by exchanging ideas with their partner.

### 2. For the teacher

Students' skills level is the biggest challenge that face by the teacher. It is difficult to apply the appropriate strategy in teaching and learning activity because of the different skills each of students so they can absorb the lesson well. Based on the result of the research that showed the strategy used can improve students' writing ability in descriptive text. TTW Strategy gave significant effect on students' writing ability in descriptive text at eighth grade students of SMP Negeri 12 Seluma. By the result above, the researcher recommend for the English teacher can use TTW Strategy in English class.

### 3. For the next research

Hopefully, this research useful for the next research who wants to conduct this research related to the writing in descriptive text as their references. So, this research will be improved as a solution in writing.

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