THE EFFECTIVENESS OF USING THINK, TALK, WRITE (TTW) IN TEACHING WRITING SKILL TO THE SEVENTH GRADE STUDENT OF MTS N 2 SURAKARTA

Submitted as a Partial Fulfillment of the Requirements
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In English Department

by:
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Surakarta, July 2017

The researcher,

Nuraini Ridi Sholechah
THE EFFECTIVENESS OF USING THINK, TALK, WRITE (TTW) IN TEACHING WRITING SKILL TO THE SEVENTH GRADE STUDENT OF MTS N 2 SURAKARTA

Abstrak
Penelitian ini bertujuan (1) untuk mengetahui nilai sebelum dan sesudah tes pada kemampuan dalam menulis dikelompok percobaan; (2) untuk mengetahui nilai sebelum dan sesudah tes pada kemampuan dalam menulis di kelompok kontrol ; (3) untuk mengetahui nilai antara perbedaan yang signifikan siswa yang diajarkan dengan menggunakan TTW (berfikir, berdiskusi, menulis) dan memandu menulis; (4) untuk menemukan apakah materi VII MTs N 2 Surakarta. Penelitian ini dilaksanakan pada semester pertama di kelas VII MTs N 2 Surakarta tahun pelajaran 2015/2016. Sampel yang digunakan adalah sampel acak. Ada dua kelas yang terdiri dari 34 siswa; kelasVII Isebagai kelas percobaan dan kelas VII 2 sebagai kelas kontrol. Instrument yang digunakan adalah tes. Penelitian menunjukkan bahwa pada (1) nilai sebelum tes pada pemahaman membaca dari kelompok percobaan 2110 dengan rata-rata 62,05. Sementara itu pada sesudah tes nilai para mahasiswa dalam Kelas percobaan 2495 dengan rata-rata 73,38.(2) nilai sebelum tes pada pemahaman membaca dari kelompok kontrol 2094 dengan rata-rata 61,58 dan pada nilai sesudah tes dari kelompok kontrol 2272 dengan rata-rata 66,82. (3) ada perbedaan yang signifikan pada nilai antara siswa yang diajarkan menggunakan TTW (berfikir, berdiskusi, menulis) dan memandu menulis. Pelajaran yang menggunakan TTW (berfikir, berdiskusi, menulis) dalam meningkatkan kemampuan menulis siswa efektif.

Kata kunci: kemampuan menulis, TTW (berfikir, berdiskusi, menulis), penelitianpercobaan.

Abstract
The objectives of research are: (1) To know the students’ pre-test and post-test scores in writing skill in the experimental group (2) To know the student’s pre-test and post-test scores in writing skill in control group (3) To know the significant difference score between the students who are taught by using Think Talk Write and who are taught using Guided writing (4)To know the effectiveness in teaching writing skill at seventh grade of MTs N 2 Surakarta. The research was conducted in the first semester of the seventh grade students of MTs N 2 Surakartain the academic year of 2015/2016. The sampling used was random sampling. The samples were two classes which consist of 34 students,class VII 1 as a experiment class and 34 students class VII 2 as the control class. The instrument used was test, the researcher used form of essay test. The result of the research reveals that: (1) the pre-test score in writing descriptive text of the experimental group were 2110 and the mean was 62.05. Meanwhile the post-test score of the students in experimental group were 2495 with the mean 73.38 (2) the pre-test score of the students in control group were 2094 with
the mean 61.58 and post-test score of in control group were 2272 with the mean 66.82. (3) There is significant difference score in writing skill between the students taught by using Think Talk Write and students taught Guided Writing to the seventh grade student of MTs N 2 Surakarta (4) Think Talk Write is more effective to teach writing to seventh grade students of MTs N 2 Surakarta in academic 2015/2016.

Keywords: writing skill, TTW (Think, Talk, Write), experimental research

1. INTRODUCTION

There are four language skills in teaching English, they are listening, speaking, reading, and writing. Generally, language can be spoken and written, so it is also important and necessary to learn writing. Writing is different from other language skills. In listening and reading, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written form needs real proficiency from the writer in order to be effective. In addition, writing is one of language skills that should be mastered by the student.

One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW). Suyanto (2009:66) states “Think-Talk-Write (TTW) starting with thinking through reading, the result of reading is communicate through presentation, discussion and then making note about the result of discussion”. There are some activities students to do in Think-Talk-Write (TTW).

First “Think” we can see from the process in reading a text that related with the material. Next, students make notes about what they have to read. The note will be read, explained, and discussed in their group. We can mention this step as student “talk” activity. After finishing discussing in their own group, the student will be to express the result of discussion in form of written text. The last activity in Think-Talk-Write (TTW) is “write”. So, the researcher conclude that this strategy suitable in teaching writing, especially in writing descriptive text.

Writing is an activity that produces something become sentences meaningful. Make a good writing started from arrange the sentence according the sequence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with massages.
Tarigan (1986: 15) stated that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys. It means, an idea can appear in writing activity. So, there are many ideas to develop the written language.

Urquhart and Mciver (2005:2) states “Teaching writing is unique. It benefits both teacher and the students, serving as a communication vehicle, an assessment tool, and an intellectual exercise”. It means, teaching writing have many benefits for communicating, valuing tools, and practicing intelectual for teacher and students in activity. The benefit can apply in environment activity for example communication vehicle with other people.

Zulkarnaini (2011) states "Think-Talk-write Strategy was introduced by Huinker and Laughlin”. This strategy is facilitating the exercises of language both oral and written fluently. This strategy is based on the interpretation that learning is a social action. Think-Talk-Write Strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before write them.

According to Hamdayama (2011: 218), Think Talk Write starts with thinking through the material given by the teacher then communicating of the solutions by discussion and presentation and finally, writing the result of the presentation.

Huda (2013: 218) states Think Talk Write (TTW) is a strategy that starts from thinking of the topic then discussing with the groups, and writing the results of the discussion.

Based on the explanation above, it can be concluded that the Think Talk Write (TTW) is one of learning techniques which build in time for thinking the materials given by the teacher. It is followed by talking and discussing an idea in the groups and writing results of discussion, next presenting the result of discussion in front of the class and making the writing based on the result of presentation.

Fraenkel and Wallen (2000:9) state experimental research is the most conclusive and scientific method because the researcher actually establishes different treatments and then studies their effects.
The problem statement is how are the students’ pre-test and post-test scores in writing skill in the experimental group, How are the student’s pre-test and post-test scores in writing skill in control group, Is there significant difference score between the students who are taught by using Think Talk Write and who are taught using Guided writing, and Is there effectiveness in teaching writing skill at third grade of MTs N 2 Surakarta.

2. METHOD

This research design used in this study is quantitative research in the form of experimental research. This research is an experimental research which uses one of cooperative learning: TTW (Think, Talk, and Write) and guided writing.

The type of experimental design used by the writer is quasi-experimental design, because the research was conducted in situation which cannot be completely controlled or manipulated. A quasi-experimental study is similar with experimental study because of the real life situation, the researcher does not have control to the setting in which the research will be conducted (Mason and Bramble, 1997:103). So, the researcher is using quasi-experimental study because the researcher cannot completely control the situation on the setting of the classes. It is impossible for the researcher to do randomization for making the new groups because the classes already to exist.

This experiment is the control event will be planned to carry out and gather evidence relevant to the hypotheses. The research systematically introduces changes into natural happening and then observes the real condition of those changes. The research is divided into two classes. The seven grade students in class 2 as experimental group. Otherwise, the student’s of class1 who were in control group did not get treatment but they were taught using Guided Writing. The treatment was teaching writing skill using TTW (Think Talk Write). The material is descriptive text and used essay test. This study population took was from the seven grade students at MTs N 2 Surakarta in academic year of 2015-2016. The total number of sample is 68 students that consist of 34 students for class 1 and 34 students for class 2. Class 2 become the experimental group and 1 as the control group.
3. RESEARCH FINDING AND DISCUSSION

3.1 Implementation of Research

3.1.1 Initial Stage

Before conducting the research, the writer prepared and completed the thesis proposal, constructing instruments of the research, obtaining permission letter to conduct the research to the Headmaster of MTsN 2 Surakarta. The experimental class was VII 2 and the control class was VII 1. The teaching method used in experimental class was TTW (ThinkTalk Write), while the teaching method used in control class was Guided Writing.

3.1.2 Implementation Stage

The implementation stage was conducted in two weeks. This research was intended to know the effectiveness of using TTW (ThinkTalkWrite) in writing skill, the score of the experimental and the control group test were analyzed. The researcher divided the test result into two groups, experimental group and control group. The researcher used statistical analysis to analyze data that had been collected. Then it was tested by using t-test formula to measure the differences of the students’ score before and after the treatment, and between the experimental and control group. Then, the results of the tests were analyzed using descriptive and inferential data.

3.2 Discussion

The use of t-test formula was to check the significant difference of scores achieved by the experimental group and the control group. The statistical analysis showed difference between those taught using TTW (Think Talk Write) and Guided Writing. The above tables showed that the mean of pre-test and post-test result of experimental group were 62.05 and 73.38. Hence, the difference of both scores was 11.33. Meanwhile, the pre-
test and post test score of control group were 61.61 and 66.82 with the difference 5.21.

Tabel 3.2.1. Percentage pre-test in experimental and control group

<table>
<thead>
<tr>
<th>Pre-test Experiment Group</th>
<th>Pre-test Control group</th>
<th>Percentage Pre-test Experiment Group</th>
<th>Percentage Pre-test Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>11.76</td>
<td>17.65</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>23.53</td>
<td>17.65</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>29.41</td>
<td>35.29</td>
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<tr>
<td>8</td>
<td>5</td>
<td>23.53</td>
<td>14.71</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>5.88</td>
<td>11.76</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>5.88</td>
<td>2.94</td>
</tr>
</tbody>
</table>

Tabel 3.2.2. Histogram Persentase Pre-test of experimental and control group

![Histogram](image)

Tabel 3.2.3. Percentage post-test in experimental and control group

<table>
<thead>
<tr>
<th>Post-test Experiment Group</th>
<th>Post-test Control group</th>
<th>Percentage Post-test Experiment Group</th>
<th>Percentage Post-test Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>11.76</td>
<td>17.65</td>
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<td>9</td>
<td>7</td>
<td>26.47</td>
<td>20.59</td>
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<tr>
<td>3</td>
<td>5</td>
<td>8.82</td>
<td>14.71</td>
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</tbody>
</table>
Tabel 3.2.4. Histrogram Persentase Post-test of experimental and control group

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>0</td>
</tr>
<tr>
<td>10-20</td>
<td>2</td>
</tr>
<tr>
<td>20-30</td>
<td>1</td>
</tr>
<tr>
<td>30-40</td>
<td>3</td>
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<tr>
<td>40-50</td>
<td>4</td>
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<td>50-60</td>
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<tr>
<td>60-70</td>
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<td>70-80</td>
<td>7</td>
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<td>80-90</td>
<td>8</td>
</tr>
<tr>
<td>90-100</td>
<td>9</td>
</tr>
</tbody>
</table>

The mean of pre-test of the experimental group were 62.05 and the mean of pre-test of control group were 61.61 with the difference score about 0.44. From the result, we could know that the pre-test score of experimental group were more than the control group. Meanwhile the mean of post-test score of experimental group were 73.38 and the mean of post-test for the control group were 66.82. It meant that the experimental group achieved the higher score with the difference about 6.56. Therefore, the overall mean for the control group were 11.33 and the mean for the experimental group were 5.21. The score difference of both groups was 6.12. In addition, the higher mean score was gained by the experimental group, which get treatment using TTW (Think Talk Write). Based on the result of the statistical analysis using t test, the result of t count or the different mean between control group and experimental group is 4.286. If the value was compared with the t table with degree of freedom 66 as stated in hypothesis testing, the t count 4.286 was less than the t table 1.997. Therefore, based on the hypothesis testing, the $H_0$ was rejected and the $H_a$ was accepted. It means the use of TTW (Think Talk Write) in improving student’s writing skill was effective.
4. CONCLUSION

Based on the result of the research, some conclusions can be drawn as follows:

1. According to the result of data analysis, the pre-test score in writing skill of the students in experimental group were 2110 and the mean was 62.05. Meanwhile the post-test score of the students in experimental group were 2495 with the mean 73.38. It could be concluded that the mean of pre-test and post-test result of experimental group were 62.05 and 73.38. Hence, the difference of both scores was 11.33.

2. Meanwhile, the pre-test score of the students in control group were 2095 with the mean 61.61 and post-test score of control group were 2272 with the mean 66.82. It showed that the difference of both mean of pre-test score and post-test score were 5.21.

3. The result of t computation shows that \( t_o(t_{observation}) \) is 4.286 while the \( t_z(t_{table}) \) for the degree of freedom 66 and the level of significance \( \alpha=0.05 \) is 1.997 so, \( t_o \) is higher than \( t_z(t_{table}) \). It means that \( H_o \) is rejected. Then it can be concluded that there is a significant difference in writing skill between students taught using think talk write technique and those taught Guided Writing technique.

From the above explanation, it could be concluded that according to this study the use of TTW (Think Talk Write) in improving students’ achievement in writing skill was effective.

BIBLIOGRAPHY


