

CHAPTER 1

This chapter discusses the background of the research, the research questions, the purposes of the research, the significances of the research, the rationale, the hypothesis, the methodology, the validity of instruments, technique of data collection, and data analysis.

INTRODUCTION

A. Background

The intent of this research is to know the students' writing improvement in recount text taught by using Think Talk Write (TTW) Strategy. As we know, English is taught as a foreign language as one of the important subject in Indonesia from elementary school until university level. In education context, English language teaching has four skills such as; reading, writing, listening, and speaking. Writing skill is often needed to measure knowledge in most exams, whether they are testing in foreign language abilities or other skills (Harmer, 2004). Writing is the process to tell something that is fiction or non-fiction and showcased in writing, writing also expresses their ideas, opinions and organized them in simple sentence or in short paragraph.

Based on the researcher observation when doing Field Practice Experience (Praktek Pengalaman Lapangan: PPL) in one of Junior High School in Bandung, most of the students still got low in writing. Richards & Renandya (2002) stated that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. It is because the students are rare open the dictionary. However, the students do not have much idea of what to write and

how to start writing. They have ideas but they cannot express in writing form. When they got task to write, they prefer to use simple and short sentences. The reason why students still got low in writing is not only from students themselves, but also from teacher. The teacher never makes variation in teaching and learning process and makes students bored. Based on the condition above, it could be predicted that the students' writing skill is low. The result of the students shows that the highest score is 70 and the lowest score is 50 with the average is 56 from a range of value is 1 up to 85. It proves that the students are still lack of writing skill.

One of the strategy used to improve the ability to write a text is TTW strategy by Huinker and Laughlin. According to Jumanta (2014) TTW is a learning strategy that begins with thinking through reading material (listening, critiquing, and alternative solutions), the results of reading communicated through the presentation, discussion, and then make a report based on the results of presentation. The TTW strategy builds for thinking, reflecting, organizing ideas and testing the ideas before writing. There are certain phrases in TTW, first activity is think, the teacher distributes the picture as a clue and the students make small note what has been thinking. The second phrase is followed by "talk" that communicate using language whom they understand. Talk is important because students use their own word to present his /her idea to build a theory together. Sharing strategy allows students to skilled talk. The next phase of the "write" is writing the discussion or dialogue. Activity means constructing the idea of

writing, because after a discussion or dialogue between friends, and later expressed through writing.

There are previous studies that have examined the use of TTW strategy to improve students' writing skill as their research topic. Marpaung & Sinulingga, (2012) researched the effect of applying TTW strategy on students' achievement in writing spoof text. Another research is a research by Kusumaningrum & others (2015) the implementation of TTW strategy to improve the students' motivation in writing narrative texts. The research showed that there is an improvement in their writing skill after using TTW strategy eventhough they have the different genre of text (spoof and narrative). Therefore, the researcher interesting to investigate about TTW strategy in improving students writing skill. Eventhough it has the different from the previous research. Where the previous research using another genre but this research will focus on the recount text genre. Therefore, the aim of this research is to know the improvement of teaching writing by using TTW strategy. Thus, this research is entitled Improving Students' Writing Skill in Recount Text Using TTW strategy.

B. The Research Questions

In accordance with the previous information, a few problems emerged:

1. How is students' writing skill in writing a recount text by using TTW strategy?
2. How is students' writing skill in writing a recount text by using Picture Strategy?

3. How significance is the different between students' writing using TTW strategy and using Picture Strategy?

C. The Purposes Of The Research

Based on the research question, the purpose of this study is to know:

1. The students' writing skill in writing a recount text by using TTW strategy.
2. The students' writing skill in writing a recount text by using Picture Strategy.
3. The different significant between students' writing using TTW strategy and using Picture Strategy.

D. The Significances of the Research

This research is significant because the result of this study would be useful for the next researcher and the teachers in general.

1. Theoretically

The findings of this research are expected to become a source of information about the way to improve the quality of teaching writing to the students using interesting strategy.

2. Practically

- a. For the teachers

Teacher may use this TTW strategy as media in teaching and learning English to motivate the students. By using this strategy, the researcher hopes it can be an additional method in teaching English. So, the students would get better achievement.

b. For the students

Students may improve their writing by using TTW strategy in the class. By using TTW strategy, hopefully, the students would improve and develop their ability in writing.

c. For the researcher

This study is expected to increase her awareness for using strategy such as TTW strategy to improve the students' writing skills in teaching and learning process.

d. For the next researchers

This study can be a source to conduct further research relevant to the problem in different kind of texts.

E. Rationale

This section consists of some theories related to the present study. There are theories of writing, TTW strategy, and recount text.

Writing is an activity to express the ideas, thoughts, or even experiences in the form of paragraph. According to Hernowo (2001) writing is the act of starting mind and feeling through written form. Giasson (2000) stated writing is a means of learning, a way of "thinking on paper". By writing, the students can gather and revise their ideas; they can express their responses. Writing is sharing an idea on story (fiction or non-fiction) through paper. The students completely create and check ideas after writing.

Based on the related theories above, the researcher concluded that writing is the process of transferring ideas on paper. They can write something to improve

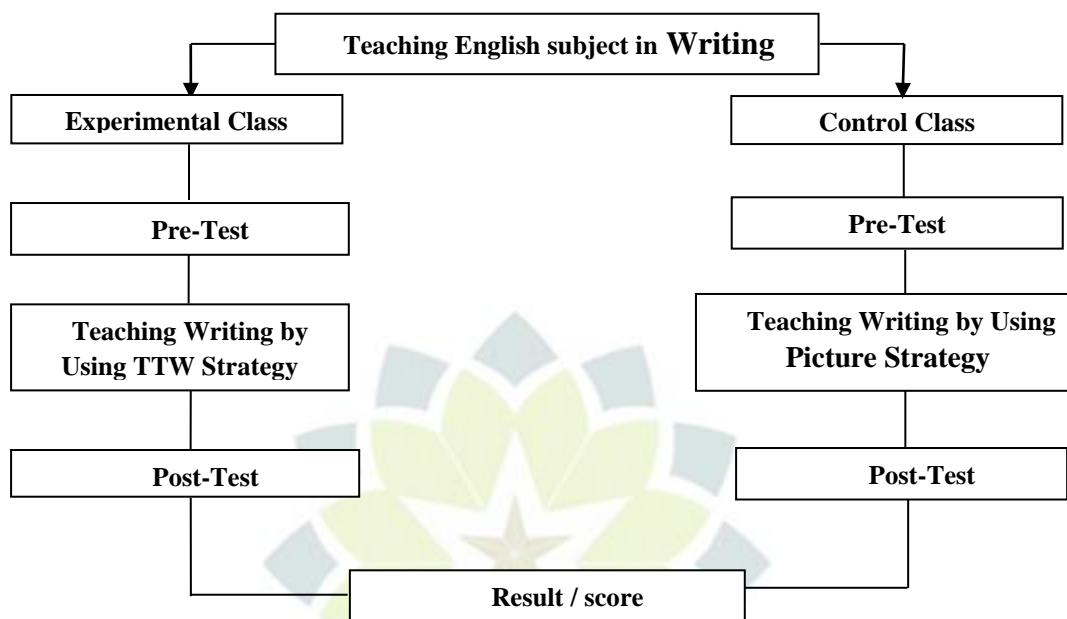
their writing skill. Especially in write a recount text. The students can develop the ideas in writing a short paragraph about their lives.

There are many types of text; recount text is one of them. According to Aderson & Aderson (1997) a recount is a piece text that retells past events, usually in order in which they occurred. The purpose is to provide the audience with a description of what occurred and when it occurred. There are interesting strategy such as TTW strategy. The teacher can use this strtegy in teaching writing.

TTW is a group work for discussion in the classroom. Based on Zulkarnaeni cited in Kusumaningrun (2015), TTW is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to other member in a group. Huinker and Laughlin (2015) stated that the TTW strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. The students who use this strategy in teaching writing can develop, organize and create ideas by thinking, talking, and writing. TTW strategy is used to develop students' writing skill and also to provide students to have more exercise before they write the real text.

In line with those statements, the researcher makes this study in to two classes as the experimental class and the control class. For the detail, here is the following schema from rationale.

Figure 1.1 Schema of Research



In conducting the research, the researcher divides the classes into two. The first class is experimental class that is given treatment through TTW strategy in teaching process. The second class is control class that is not given treatment through TTW strategy in teaching process. The researcher gives the pre-test in the experimental and control class. Then, the researcher gives post-test to recognize the final result after the class given by treatment and the class doesn't given that treatment. Finally, the researcher will get the result of experimental class and control class.

F. Hypothesis (Ha & Ho)

This research is to answer the question about whether TTW strategy can improve students' writing skill. In order to get the answer of the question, the researcher propose working hypothesis (Ha) and null hypothesis (Ho) as bellow:

1. Null hypothesis (Ho)

There is no significant improvement on students' writing skill taught by TTW strategy rather than taught without TTW strategy.

2. Working Hypothesis (Ha)

There is significant improvement on students' writing skill taught by TTW strategy rather than taught without TTW strategy.

G. Research Methodology

1. Method and Research Design

In this research, the data were collected by using the quantitative approach by using experimental design. According to Creswell (2012, p. 295), "the experimental design is appropriate to determine whether people who are given a certain treatment performed better than people who are not given a treatment".

Experimental design which used in this research is Quasi Experiment. In quasi experimental can apply the pre-test and post-test design approach and use no randomizes design (Creswell, 2012), the experiment or control class did not choose randomly.

This research consists of two variables. The dependent variable of this study is TTW strategy while the independent variable is students' writing skill in recount text. This study was conducted in two groups, the first group was an experimental class which received the treatment by applying TTW strategy and the second group was a control class which did not receive the treatment. Both of groups were given pretest and post-

test with same items. It was applied in order to know the improving students writing skill in recount text using TTW strategy.

2. Research Site

The research was conducted in SMP Negeri 2 Jatisari. This school is located on Jl. Pacing Desa Sukamekar Kecamatan Jatisari-Karawang. This school has 15 classes. Each Grade has 5 classes.

3. Object of the Research

a. Population

A population is defined as all members of any well-defined class of people, events, or objects (Ary et al., 2010). It means that the researcher can gather and analyze data from a group of individual which has more than one characteristic. The population in this study was the member of second year students in 8th grade of SMP Negeri 2 Jatisari which consist of 5 classes with 201 students. Namely 8A, 8B, 8C, 8D, 8E.

b. Sample

The sample is taken from the population of 8th grade of SMPN 2 Jatisari. Total number of sample was 74 students.

According to Ary et al., (2010) sample is a portion of a population. A sample is a group of individuals who represent the whole individuals in the population (Arikunto, 2006). It means, sample is a part of population selected for observation and analysis the students to know the result of study which use TTW strategy in teaching.

c. Sampling Technique

The sampling technique of this research is non-probability (nonrandom) sampling method. According to Grove et al., (2013) “non-probability sampling implies that not every element of the population has an opportunity for being included in the sample”. It means the samples are not randomly selected. In this research, the researcher uses non-probability sampling to choose the sample according to the English teacher’s recommendation. The experiment class (8E) consist of 37 students and control class (8D) consist of 37 students.

H. Validity of Instruments

a. Validity

According to (Lestari & Yudhanegara, 2015), validity is used to find out whether the test can be used as research instrument. In testing the validity, the researcher uses *correlation coefficient of product moment pearson* (r_{xy}). Correlation coefficient of product moment pearson is obtained using the formula (Lestari & Yudhanegara, 2015):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy} = correlation coefficient between items counted(X) and total skor(Y)

N = the numbers of subjects

X = item counted score

Y = total skor

b. Reliability

Reliability is important, because a test is not able to measure anything well unless it measures consistently (Lestari & Yudhanegara, 2015). In testing the reliability of instrument, the researcher uses *Alpha Cronbach* formula (Lestari & Yudhanegara, 2015):

$$r = \left(\frac{n}{n-1} \right) \times \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

Where :

r = reliability coefficient

n = the numbers of items

S_i^2 = variance of score item

S_t^2 = variance of total score

c. Discriminatory Power

According to Arikunto (2013), discriminatory power is the ability of an item to be able to differentiate students who have the high and the low ability. The formula used to count the discriminatory power of items (Lestari & Yudhanegara, 2015):

$$DP = \frac{\bar{X}_A - \bar{X}_B}{IMS}$$

Where:

DP = discriminatory power

\bar{X}_A = the average score of the lower group.

\bar{X}_B = the average score of the higher group

IMS= Ideal Maximum Score

d. Index of Difficulty

According to (Lestari & Yudhanegara, 2015), index of the difficulty is a number determining the degree of the difficulty of an item.

The following is the formula to count index of the difficulty:

$$ID = \frac{\bar{X}}{IMS}$$

Where :

ID= Index of difficulty

\bar{X} = the average score of each item

IMS= ideal maximum score of an item.

I. Technique of Data Collection

The data was collected through two instruments of test, pre-test and post-test.

a. Pre - test

The pre-test is given to the experimental and control group. And the test would be in essay form. It is given before the teacher gives the treatment to find out the students' scores in learning writing. According to Muijs (2004) described that pre-test is used to assess the effect of the experiment (e.g. a test) before the treatment is given.

The pre-test was carried out to know the students' ability both experimental and control class in writing skill. Therefore, it was given in the first meeting to find out the students ability before the students in the experimental class got the treatment.

b. Treatment

In doing treatment for TTW strategy, the researcher conducted 5 times treatment to students. This is to achieve the maximum results against the TTW strategy. The treatment is done for experimental class. The material would be provided in accordance with the existing syllabus such as recount text. There are some steps in doing this treatment are:

1. Teacher divides the students into 10 groups.
2. Students are given a topic to write an essay.
3. After getting the topic, the teacher asks the students to make an essay.

The purpose of these steps is to know the effectiveness of TTW strategy and the improvement of students' ability in writing an essay after the students in experimental class got the treatment in teaching process.

c. Post – test

The post-test carried out after the treatments of teaching writing by using TTW strategy for the experimental class. The test would give to the experimental and the control class. And the test would be in essay form. Muijs (2004) also stated that post-test is usually used on the same instrument, after the treatment has been given.

After doing the treatment for several times, the researcher conducted the post-test. The post-test materials were still similar with the pre-test materials. The post-test used to measure how the students improvement of using TTW strategy in teaching writing recount text when it was given to experimental class.

J. Data Analysis

After the data collected from pre-test and post-test, the following statistics is based on quantitative data. The data will be analyzed statistically through following procedures:

1. Determining of N-Gain Data (g)

After acquiring the data from the pre-test and the post-test, the data can be analyzed to know the development of students' writing skill. To know the improvement of the students' writing skill, normal gain (g) is used with the formula:

$$g = \frac{Score_{Posttest} - Score_{Pretest}}{score_{Maximum} (100) - score_{Pretest}}$$

g = the average score of gain that be normalized

Score_{Posttest} = the average score of last test which obtained by students

Score_{Pretest} = the average score of first test which obtained by students

score_{Maximal} = the score maximum ideal

Table 1.1
The Category of N-gain

Category	Note
N-gain > 0,70	High
0,30 ≤ N-gain ≤ 0,70	Medium
N-gain < 0,30	Low

(Marlis, 2015)

2. Determining of Normality Data

Determining of normality data is one of prerequisite test to feel normal assumption in analysis data parametric statistics. This test was conducted to determine whether the data is normal distribution or not. There are normal test that used to examine the normality, normal test are as follows, Chi Square, Kolmogorov Smirnov, Shapiro Wilk, and Lieliefors. Normality test that would be used in this research is Kolmogorov Smirnov, the steps are as follows:

a. Determining Hypothesis

H_0 : The data is normal distribution

H_a : The data is not normal distribution

b. Determining of Statistics Value

1. The sequence of data from the small to the highest

2. Determining cumulative proportion (F_s) :

$$F_s = \frac{\text{cumulative frequency}}{\text{total frequency}}$$

3. Determining raw score (Z) :

$$Z = \frac{X_i - \bar{X}}{SD}$$

4. Determining the curves $Z_i (F_T)$. The value F_{table} is obtained from Z table

5. Determining value $|F_T - F_S|$

6. Determining D_{count} : $D_{\text{count}} = \text{maximum } \{|F_T - F_S|\}$

No	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$	$Z = \frac{X_i - \bar{X}}{SD}$	F_T	F_S	$ F_T - F_S $
1
2
3

c. Determine the Critical value

$$D_{\text{table}} = \frac{1,36}{\sqrt{n}}$$

d. Define the criteria for hypothesis testing

If $D_{\text{count}} \geq D_{\text{table}}$, so H_0 is rejected

If $D_{\text{count}} < D_{\text{table}}$, so H_0 is accepted

e. Provide conclusions

(Lestari & Yudhanegara, 2015)

3. Determining of homogeneity of the data

The Homogeneity of the data has sense that the data has variance or diversity of value which same in statistics. The homogeneity of the data is one of prerequisite analysis test analysis data parametric statistics in comparison technique. The homogeneity of data was conducted to determine whether the variance of sample data that homogeneity or not. Homogeneity test can be used with Fisher test, Levene's test, Bartlett test, Hertley test, and Scheffe test.

F-test data is used to test the homogeneity of variance from two independent samples. Bartlett and Hertley tests were used to test the homogeneity of k samples, with $k > 2$, whereas the Scheffe test can be used to test the data variance if the number of data in each sample is not the same and the population is not normally distributed.

Testing the homogeneity of data variance using F test through the following steps:

- a. Formulate hypotheses

Ho: Both variances homogeny

Ha: both variances are not homogeneous

- b. Determine the value of statistical test

$$F_{count} = \frac{\text{the largest variances}}{\text{the smallest variances}}$$

- c. Determine the critical value

$$F_{table} = F_{(\alpha) (dk_1, dk_2)}$$

Note:

dk₁ : degrees of freedom have the largest variances, dk₁ = n₁ - 1

dk₂ : degrees of freedom have the largest variances, dk₂ = n₂ - 1

- d. Determine the criteria of testing hypotheses

If $F_{count} \geq F_{table}$, so H₀ is rejected

If $F_{count} < F_{table}$, so H₀ is accepted

- e. Provide conclusions

(Lestari & Yudhanegara, 2015)

4. Hypothesis Test

Hypothesis test is used to know the influence of TTW Strategy to improve students' writing skill. The hypothesis test is done by testing the statistic data. Testing hypotheses by using T-test formula as follows:

$$\frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

X_1 = mean of pre-test of the experimental class

X_2 = mean of post-test of the control class

S_1 = standard deviation of pre-test of the experimental class

S_2 = standard deviation of post-test of the control class

n = the total number of case

The next step is determining the table score:

- a. If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant of TTW Strategy in improving students' writing skill.
- b. If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant of TTW Strategy in improving students' writing skill.

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DIATI
BANDUNG

(Lestari & Yudhanegara, 2015, p. 282)