

CHAPTER I

INTRODUCTION

This part introduces research background, research questions, research objectives, research limitation, research benefits, rationale, hypotheses, research methodology, and data analysis.

1. Research Background

Writing is the selection way for someone to explore her/his assumptions or ideas that cannot express by saying. Then, organized them into sentences or a paragraph. Writing is not only a tool for expressing someone' thoughts and ideas but also a means of communication in all human' aspect.

Also, writing is very closely related to communication. Because writing can describe every aspect of everyday life for common people that were carried out orally. Writing is a learning activity that is progressive in the process (Wesley, Oshima, & Hogue, 1996 cited in Purnawati, 2016). It is like when we write something down, we have already been knowing about what and how we are going to tell it (Oshima & Hogue, 1999). Then, after we have finished writing, we read over what we have written before and made some changes and correction.

Many Indonesian students still find out the difficulty in completing the task of writing. It is based on the observation by the writer in one of Junior High School in Bandung. Students in this school are very proficient in speaking, presentations, and explaining something in English. They are enthusiastic in the cooperative learning. However, in writing activity, they are less enthusiastic. Most of them find difficulty for putting the idea or something from their minds into writing.

Therefore, the writer decides to do the research. The writer wants to prove whether TTW strategy can be applied optimally in writing learning.

The writer found some the previous researches that have the same topic with this research; the first is Suminar & Putri (2015) the journal is about the effectiveness of Think-Talk-Write (TTW) strategy in teaching writing descriptive text. Based on the research, the result of teaching writing descriptive text by using TTW strategy is effective because the result in the analysis score pre-test, post-test control, and experimental class are different.

The next is research by Andriyansyah (2015). The result of this research is that Mind mapping strategy help students to improve their achievement in writing recount text. And also to motivate students to improve their interest in writing recount text. Mind mapping strategy is proved to give a very significant effect to the students' writing ability.

Different from previous research, the writer use recount text and tested in 8th grade student at junior high school. In this research, students are directed to be able to synchronize between their speaking and their ideas in writing recount text. The Writer wants writing ability can compensate their capabilities in learning English. So, the research uses TTW strategy to improve their writing ability.

TTW use learning cooperative strategy provides students with a power to develop their idea before writing to helps them to deepen comprehension by thinking as they write (Silver, Strong, & Perini, 2007). Based on that explanation

above, the writer is going to take a research under the title “**The Effect of Think Talk Write Strategy in Teaching Writing Recount Text.**”

2. Research Questions

The problems of this research are formulated in the following issues:

- 2.1. What is the students’ ability in writing recount text before using TTW strategy?
- 2.2. What is the students’ ability in writing recount text after uses TTW strategy?
- 2.3. What is the significant at the improvement of students’ writing recount text after using TTW strategy?
- 2.4. How is the student’ response toward TTW strategy in writing recount text?

3. Research Objectives

Be in accordance with the research question, the purposes of this research are as follows:

- 3.1. To know the students’ ability in writing recount text before using TTW strategy.
- 3.2. To identify the improvement of the students’ ability in writing recount text after being used TTW strategy.
- 3.3. To find out the significant improvement of the students’ ability in writing recount text with using TTW strategy.
- 3.4. To obtain the information about the students’ response toward TTW strategy in writing recount text.

4. Research Limitation

In this research, the writer limits the improvement only in the use of TTW strategy of the students' ability in writing recount text in the 8th-grade students of SMP Al-Amanah Cileunyi Kab. Bandung. The writer help to improve the students' ability in writing recount text with using TTW strategy.

5. Research Benefits

The benefits expected from the result of the research are as follows:

5.1. Theoretical Benefit

The result of the research can be used as the input of information about the used of TTW strategy to improve students ability in writing recount text. The result of the research also can be used to enrich the theory of teaching writing skill by using TTW strategy.

5.2. Practical Benefit

The strategy of using TTW for this research hopefully can help the students to improve their writing ability. The teachers can teach students using a different way especially by using TTW strategy.

6. Rationale

Writing is an activity that always human beings do. Either in academic scope or in the scope of daily life. Different from speaking, writing is considered more challenging in the process. That is confirmed by Broughton, Brumfit, Flavell, Hill, & Pincas (1980)

“The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation— interact with the listeners and adapt as we go along”

(p. 116). That is also supported by Hughey & Jane (as cited in Asnita, 2012) “writing differs from speech in several important ways.”

From the statements before, the writer can be concluded that the writing is different from speaking. Writing is an activity that in the process requires several stages. Speaking different from that, on activities is spontaneous. As has been said before, structures of writing are through three main stages. These will be: (i) controlled writing, (ii) guided writing, and (iii) free writing (Broughton, 1980 p. 118).

Thus, controlled was interpreted as the beginning of the students' writing activity. Students in control by the teacher in directing the writing, and they got an explanation of purpose he/she wrote. Then, guided was interpreted as the activity of teachers in giving directions to the students determine what he would write. Some term of writing that must be obeyed by students. The last is a free writing, at this stage students exempted in writing down their ideas on his mind without neglecting the terms.

Writing has several genres in it. One of which is writing recount text. According to Watkins & Knapp (2005) Recount Text, it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is a way to write something ever happens to students in the past. Recount text also has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan & Shinoda as cited in Saragih, Silalahi, & Pardede, 2014).

Recount text write down the information of what happened and when it happened. The story recount has expressions of attitude and feeling, usually made by the narrator about the events (Saragih et al., 2014).

In its construction, writing built by some steps. According to Boardman' study (as cited in Saragih et al., 2014 p. 57) those are stated that the steps for constructing of written recount text are: (a) The First paragraph that gives background information about who, what, where and when. It is called on orientation. (b) A record of events usually recounted in chronological order, named; event 1, event 2, event 3. (c) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation. (d) A reorientation which "rounds off "the sequences of events or retell about what happened in the end.

The language features usually found in a recount: (a) Use of nouns and pronouns to identify people, animals or things involved. (b) Use of past action verbs to refer the events. (c) Use of past tense to located events about speaker`s or writer`s time. (d) Use conjunctions and time connectives to sequence the event. (e) Use of adverb and adverbial phrases to indicate place and time. (f) Use of adjectives to describe nouns (Boardman as cited in Saragih et al., 2014).

Improving the student's ability in writing with low enthusiasm, it needs a strategy. The strategy chosen by the writer is TTW strategy. Huinker and Laughlin first introduced this strategy. TTW is learning which involves social behavior. According to Huinker & Laughlin' study (as cited in Waryanti, 2016), TTW

strategy develops the organization of ideas, and for the testing, those ideas before the students are expected to write.

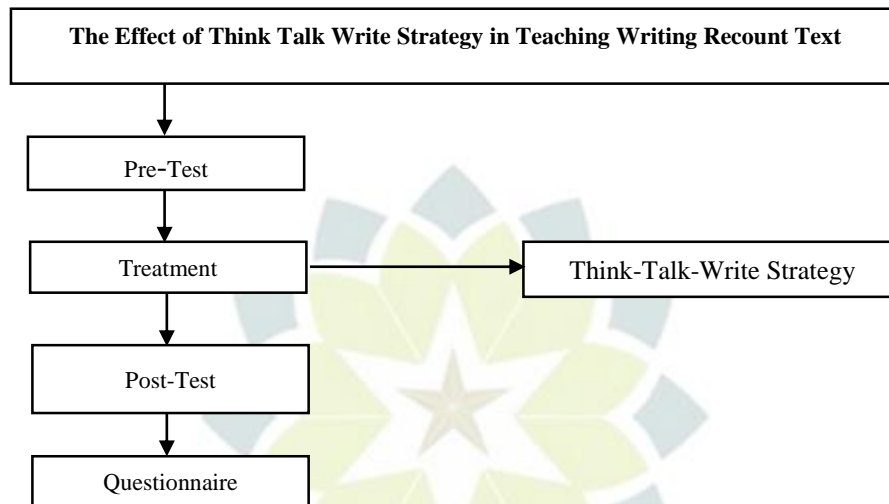
TTW is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing. This strategy consists of three words; they are (a) Thinking: in the stage of thinking when linked by writing text recount is that students can remember, to think, to give a decision, expressing opinions or ideas. (ii) Talking: then step forward by talking or make conversation discussing with a friend. (iii) Writing: and the last one is writing, writing is in addition to the previous action as well as an end of TTW strategy.

Every strategy certainly has advantages and disadvantages, as well as in TTW strategy. There are some advantages and disadvantages of TTW strategy according to Hamdayama's book (as cited in Azis, 2016 p. 27), as follows: 1) Advantages a) The advantages of TTW strategy is to sharpen the entire visual thinking skills. b) Develop a meaningful solution to understand the teaching materials. c) Can develop critical and creative thinking skills of students. d) By interact and discuss with the group will engage students actively in learning. e) Allowing the students to think and communicate with friends, teachers, and even with themselves.

For the disadvantages are when students work in a group, they are easy to lose the ability and confidence, because dominated by affluent students, and Teachers should prepare all media to mature to implement TTW strategy. But, in the teaching of writing recount text using TTW strategy is believed to be able to balance out the condition of students in the school. As it also involves the aspect of thinking and

talking that is high enthusiasm in the school. Too more clearly, here is the following schema for rationale.

Figure 1.1 Schema of Research



Based on the scheme of research as presented in the figure before, the process of this research consists of three steps that are giving pretest, giving treatment that is teaching writing recount text using TTW strategy, giving post-test and the last giving the students questionnaire. Questionnaires were presented after the students passed the previous three steps.

7. Hypotheses

“Hypotheses is a temporary answer to the problem formulation studied, formulation of research which has been expressed in the form of a statement sentence” (Sugiyono, 2012).

If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected; it means there is a significant improvement of TTW strategy on the students’ ability in writing recount text.

If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant improvement of TTW strategy on the students' ability in writing recount text.

8. Research Method

Research method is the way or procedure that is used by the researcher in the following data. There are two kinds of data. They are qualitative data and quantitative data (Arikunto in ArisAgung, 2013 p. 136).

8.1. Research Design

The writer uses the quantitative method with an experimental design. According to Given's journal article (as cited in Ma, 2015 p. 568), quantitative research is a systematically empirical approach to investigate a phenomenon via statistical, mathematical or numerical data computational techniques.

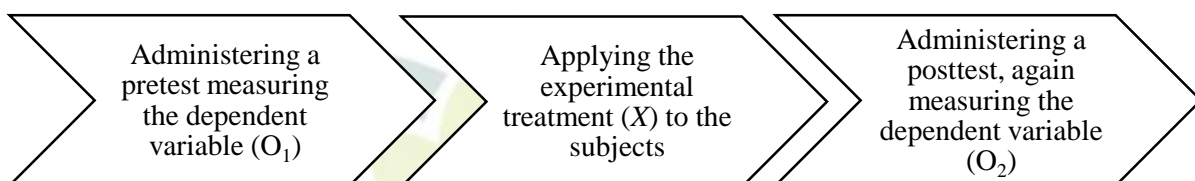
The first method is quantitative. This method focuses on measurement about cause and effect prediction and hypotheses evaluation. Meanwhile, an experimental design is the way to find out the causal relationship between two factors which are raised by the writer purposeful by reducing or eliminating any distracting factor (Arikunto in Azis, 2016 p. 3).

The second method is qualitative. Based on Creswell (1998) statement, qualitative research focusing on the methodological nature, the complexity of the end product and its nature of the naturalistic inquiry: "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex,

holistic pictures, analyzes words, reports detailed views of informants, and conducted the study in natural setting."

The writer uses one group pre-test post-test design, usually through three steps:

Figure 1.2 Steps of One Group Pre-Test Post-Test Design



In one group Pre-Test Post-Test design, the dependent variable (O) is measured or observed before and after introduction of the independent variable (X).

8.2. Research Subject

a. Research Site

The study was conducted in SMP Al – Amanah Cileunyi Kab. Bandung because the process of teaching writing in this school did not use the strategy and low enthusiasm in writing that affects student' writing ability. The writer wants to use the TTW strategy to improve students' ability in writing recount text.

b. Research Population

The population is general area consisted of object or subject having particular quality and characteristic taken by the writer to learn then concluded at the end of his/her research (Sugiyono, 2012). The population of this research is the second year students at SMP Al - Amanah Cileunyi Kab.Bandung. The 8th grade of the school is divided into five classes. There are 31 students each class. The total number of population is 155 students.

c. Research Sample

The sample is taken from a representative of the population (Sugiyono, 2012). The writer is taken one class of eighth grade for the sample. The sample was random selected use lottery method. The sample was obtained is VIII A. The total of students is 31 students.

8.3. Research Instruments

The research uses the ways for collect data with the instruments are formulated below:

a. Validity of Test

According to Arikunto's (as cited in Kasamo, 2014), validity of an instrument is used to show the degree of validity. An instrument is valid if it has a high validity and on the contrary an instrument is not valid if it has low validity.

Before conducting the research, validity test was conducted to know the appropriateness of instrument which is given to the real sample. Furthermore, to know the validity of test, the writer used the Ana test. The research instrument was given to eighth grade students of SMP Al- Amanah Cileunyi Kab. Bandung. Conducting the validity test can answer the students' ability and the problem that might be faced in this research.

b. Pre-Test

Pre-test is a set of a test given to students before the treatment begins to determine their ability and knowledge in recount text. This test took before the experiment is run. Time allocation for doing the test is sixty minutes.

c. Treatment

Students are given a treatment after they have been through the pre-test before. The treatment is contained by the material of writing recount text. In this stage writer as a teacher teaches writing recount text using TTW strategy.

d. Post-test

After the completion of the treatment, students are through a post-test to know the improvement of after given the treatments and score on the writing of recount texts after they are taught using a Think-Talk-Write strategy.

In assessment methods, the writer used inter-rater reliability. Inter-rater reliability refers to the degree of similarity between different examiners: can two or more examiners, without influencing one another, give the same marks to the same set of scripts (Wang, 2009 p. 39) .

In this research, the writer has decided to involve two teachers as a rater. The writer adapted an assessing and scoring students' writing by using the ESL Composition Profile by Sara Cushing Weigle (as cited in Azis, 2016). The ESL Composition Profile provides some criteria that should be measured by the teacher (Arthur Hughes as cited in Asnita, 2012). (*can be seen in Appendix I*)

e. Questionnaire

Questionnaires used to know the students response to the implementation of demonstration method. According to Taylor (1998 p.5), "Close-ended questionnaire is list answers, and respondents select either one or multiple responses." These question produce more uniform answers than open-ended questions, but depend upon your knowing and including all relevant and responses

in the list. The writer used closed-ended questionnaires and make 10 questions that must be answered by students.

The questionnaires were given to obtain data by giving Yes No questions.

The students checked in the available column according to their condition.

Table 1.1 Questionnaire

| No. | Questions | Yes | No |
|-----|--|-----|----|
| 1. | Do you like English? | | |
| 2. | Do you write narrative text happier? | | |
| 3. | Do you prefer to discuss with your friends? | | |
| 4. | Does discuss make you writing a text easily? | | |
| 5. | Do you feel happy with Think, Talk, Write strategy in English? | | |
| 6. | Do you ever get Think, Talk, Write before? | | |
| 7. | Does your writing ability improve after getting this strategy? | | |
| 8. | Do you make recount text by your own words after discussing? | | |
| 9. | Are you enthusiastic to learn English with Think, Talk, Write? | | |
| 10. | Is Think, Talk, Write strategy useful for you in learning English? | | |

9. Data Analysis

According to (Effendi, 1987), data analysis which can also be called as a tabulation of data or interpreting of data aims at simplifying the data to be easier to be read and interpreted. After data is collected, the writer will be analyzing through statistic procedures to find the result of the research hypothesis.

9.1. Testing the Normality

Testing the normality is conducted by the procedure as follows:

a. Calculating the range (R) of data

Formula: $R = \text{the highest score} - \text{the lowest score} + 1$

$$R = (H - L) + 1$$

(Sugiyono, 2009)

b. Calculating the class interval (K)

Formula: $K = 1 + 3,3 \log n$ (Sugiyono, 2009)

c. Calculating the length of class interval (P)

$$\text{Formula: } P = \frac{R}{K}$$

(Subana, Rahadi, & Sudrajat, 2015)

d. Determining the central tendency, mean:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

e. Making the table of distribution of frequency

$$\text{Counting deviation standard } S = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{(n-1)}}$$

(Sugiyono, 2009)

Calculating the degree of freedom with the formula: $dk = K - 3$

Calculating X^2 table (chi square table) with significant level 1%

X^2 table = $(1 - \alpha)$ (df)

f. Calculating normality test criteria

Normality test with determination:

The data is normal if $\chi^2_{count} < \chi^2_{table}$ and the data is abnormal

if $\chi^2_{count} > \chi^2_{table}$

9.2. Hypothesis Test

Hypothesis test is used to know the influence of TTW strategy toward the students' score of writing recount text improvement. The hypothesis test is done by testing the statistic data.

a. Determining Standard Deviation

$$dsg = \sqrt{\frac{(n_1 - 1)v_1 + (n_2 - 1)v_2}{n_1 + n_2 - 2}}$$

b. Determining t_{count}

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

c. Determining db

$$Db = n_1 + n_2$$

d. Looking t_{table} with the level of significance 1% using interpolation

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

The next step is determining the table score, If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant improvement of TTW strategy on the

students' ability in writing recount text. If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant improvement of TTW strategy on the students' ability in writing recount text.

9.3. Calculating Gain

N-Gain is a formula to calculate the increase of students' test result, from pre-test to post-test (Jumiati, Sari, & Akmalia, 2011). To calculate N-Gain could use formula from Hake (1999) $\text{Gain} = \frac{(\text{score of post-test}) - (\text{score of pre-test})}{n(100) - \text{score of Pre-test}}$

Table 1.2 Determining Gain

| Percentage | Degree |
|------------|--------|
| 0 – 0.3 | Low |
| 0.3 – 0.7 | Medium |
| 0.7 – 1 | High |

(Hake, 1999)

9.4. Questionnaires

The type of questionnaire was close ended type; yes no questions. The students gave a checklist in one of column yes or no. The point of students answer was one point. Then, the researcher calculated the points of yes no answer from all students. The writer calculated the percentage with the formula below:

$$\text{Percentage} = \frac{\text{Total answer}}{\text{The number of students}} \times 100\%$$