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CHAPTER I INTRODUCTION Background of Research Language is the best tool or instrument used to provide communication among human beings. According to Rabiah (2012: 1) "Language is a specialized instrument utilized by everybody in their daily life as a way to pass on information and arguments to other people". It assists human with passing on a message, express thoughts, sentiments, thought, and feeling in composed or spoken way.

Language is utilized by all individuals on the planet as methods for correspondence which in the written form. Individuals needs in doing day by day exercises and making cooperation to others in their life. Anybody can't collaborate with the others without language, that is the reason learning the language become very important.

In the learning and educating English language as a foreign language for the students grade ten, there are four abilities in English that ought to be aced by the students. The four abilities that ought to be aced by students are: listening, speaking, reading, and writing. Writing is also the one skill that must be mastered by the students and the most important skill in learning foreign language.

In addition, writing is a means of communication other than speaking in the form of words that are structured in a neat and easy to understand. According to Riandi (2018: 55) "writing is a method for communicating thoughts, thought, and sentiments into a composed structure. Writing is an action of joining words into a bit of paper."

Writing is an activity to convey ideas in mind, opinions, thoughts in written form in a medium such as paper. Writing is one of the most important skill besides three other skills in English that is, listening, speaking and reading that have to mastered by the

students in the Senior High School especially in the grade ten. Writing also the another way to express minds, ideas, opinions and feelings and communicate beside speak.

According to Indrilla (2018: 125)" Writing is how person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people". It is important for the students to practice writing skill in the early grade in order that they can write and share their ideas with their friends easily.

According to SREB (Southern Regional Education Board) which is include early grade are the students in grade 1 up to 4. Writing is sorted as productive skill, together with speaking, while at the same time listening and reading are classified as receptive skils. Productive skills implies that an expertise is utilized to create a language which contains meaning, while receptive skills implies that an aptitude is utilized to catch meaning.

In one of the standard competences in English subject at grade ten, it is expressed that communicating the significance in short utilitarian content and monolog content/straightforward essays structure : narrative, descriptive, and news items precisely, easily, and acceptably in ordinary circumstance. (Depdiknas. (2003). Standar Isi Bahasa Inggris SMA). This announcement suggests that the primary evaluation students in Senior High School must have the option to compose a book.

There are four degrees of proficiency, they are performative, functional, instructive, and epistemic. In performative level, students can peruse, to compose, and to talk with specific images. While in functional level, students can utilize language for day by day. For instructive level, students are required to ready to get to information with their language.

Last, in epistemic level students are required to move information in certain language. The students of Senior High School are relied upon to arrive at informational level so as to set them up to enter University with the goal that this educational program gives a few kinds of content to arrive at this level, for example, describe, strategy, account, illustrative, news thing, report, work, clarification, and exchange. According to Rozi Stiawan (2017:31–32), the students are hard to learn English, particularly recorded as a writing.

The issues confronted are: they are uncertainty to start composing since they are absence of vocabulary that is brought about by their absence of understanding reading tendencies, they have restricted thought to construct the paragraphs, they are absence of grammar, knowlege and their troubles in applying generic structure to sort out great paragraph.

Ridhani (2018: 76) stated that "The accomplishment of writing learning is to a great extent dictated by how far the instructor's job in conveying material about composition. Dynamic and detached students in adapting additionally particularly relies upon the model and approach utilized by the educator. In any case, the solid truth of figuring out how to write in the field isn't in accordance with desires."

For this situation, the students feel writing is the most difficult skill in learning English, that is because the students have to mastering other English skill such as listening, reading and speaking. The other difficulties are the students can't express their minds in the written form, also the students feel confuse, they afraid with what they write would be incorrect. This statement was supported by Arningtyas statement.

Arningtyas state (2019: 1) "Writing is the most troublesome skill to be aced on the grounds that before the students acing writing skill, first they need to ace listening skill, speaking skill, and reading skill. Recorded as a writing skill, the students additionally need to ace vocabulary and ability to utilize syntax in sentences effectively."

Kencanawati (2019: 160) stated as All together for communication among students and educators in the fun learning process and can inspire students, instructors are required to configuration learning materials that can raise the soul of student learning, we have seen cases that happen in schools that there is generally sluggish learning and soul to searching for science just vanished, it happens on account of absence of innovative educating and learning process.

One of the choices that should be possible is to make a fun, inventive, successful and productive learning for students. Then, Kamilia (2019: 2-3) expressed "Regardless, writing is simply highlight on writing expressive substance". In the education framework, educators assume a focal job in the learning procedure.

For that instructors must have the correct way or technique in passing on an exercise one of them is with Think, Talk, Write (TTW) system. An instructor is said to be a compelling educator in the event that he can change Strategies, Methods and Techniques in instructing so as not to appear to be exhausting so understudies appear to be inactive in the homeroom.

According to Kencanawati (2019: 160) : "As a foreign language in Indonesia, English is viewed as one of very complicated subjects. Many students get difficulties to master English. The English teachers do expect that the students are able to develop their competencies in English. Many ways are done by the teachers to reach it." In view of the

issues of the students, they need an accomplice to talk or examine with during the writing procedure.

There is an appropriate method named TTW (Think-Talk-Write) which is named cooperative learning. Cooperative learning is a learning model which is situated on the procedure, not the item. Essentially, Think-Talk-Write (TTW) technique was worked through reasoning, talking, and writing (Huinker and Laughlin, 1996:82).

It starts from the relationship of students in instinct or talk with himself during the path toward scrutinizing, by then talking and offering musings to his companion before creating by their own special language about the substance. Recorded as a composing report message, the students must give legitimate information, gathering of the whole class of ordinary or non-trademark wonder and moreover gives portrayal when everything is said in done sensibly.

Hence, by utilizing Think Talk Write (TTW) methodology the students is required to peruse the data of the things that they need to portray when all is said in done from the content given by the instructor. At that point, the students will peruse, conceptualize, and make a note of what has been perused in intuition organize. From that point onward, the students speak with bunch individuals by doing dialog, investigate thoughts, grasp more and revamp their thoughts, express and arrange the students' brain. The last, the students express their thoughts by building and associating the thought in composed structure.

Methodology Think Talk Write (TTW) was presented by Hunker and Laughlin in Amrin and Yohana (2012) where the learning procedure through reasoning, talking and composing. This procedure starts with students perusing to comprehend the issue, trailed by intuition arrangement (Think), and afterward students impart its finish (Talk) lastly through discourses and dealings students compose the consequences of his reasoning (Write).

Think Talk Write Strategy enables students to fill in as gathering comprise of 4 – 5 person for each gathering. The means in TTW Strategy are Think, Talk and Write. In Think Stage, students with their gathering need to think independently to consider the thought regarding the subject in exercise. At that point Talk Stage, after students as of now get the thought, students examine with their gathering to share their concept of the subject.

Next is Write Stage, students begin to compose the content based the data that what they get in Talk Stage. Along these lines, the students' issues which are referenced

beforehand can be illuminated in light of the fact that the understudies are offered opportunity to investigate the material given by instructor profoundly together with different students inside gathering since the educator can not control the entirety of the students' exercises during the study hall session. TTW was right off the bat presented by Huinker and Laughlin in 1996.

As Yamin and Ansari (2012) state that this system is created dependent on the way that learning is a social conduct process. In this strategy, students are urged to think, to talk, and to compose dependent on certain point. This system means to prepare and to upgrade the understudies' capacity to think and to compose.

Yamin and Ansari (2012) expressed that think-talk-write is worked of exercises, for example, thinking, talking, and writing. This strategy likewise works for thought and reflection, additionally for arranging thoughts and testing these thoughts before students are prepared to compose. The progression of TTW strategy begins from students engaging in thought or doing intelligent discourse with themselves, talking and imparting thoughts to the others, lastly writing. This procedure is normal can expand the students' capacity recorded as a writing.

For this situation, the students include with themselves to think after instructor giving certain subject, at that point talk by imparting thoughts to their companions before writing. This procedure depends on the understanding that learning is a social conduct. It's urges students to think, talk, and afterward writing concerning a theme.

Think Talk Write is utilized to create composing and rehearsing the language smoothly prior to composing. It's enables students to impact and control thoughts previously writing. The methodologies likewise help students in social occasion and creating thoughts through organized discussions.

In learning exercises that are regularly experienced when understudies are given composed assignments, students are continually attempting to straightforwardly begin composing answers. Despite the fact that it isn't something incorrectly, yet would be progressively significant on the off chance that he previously did the intuition, think about and create thoughts, and test thoughts before beginning to compose.

Think Talk Write (TTW) Strategies is worked by giving time to students to play out these exercises (to think, reflect and to figure thoughts, and test thoughts prior to composing it). Based on the explanation above, the researcher wants to take a research entitled, The Effect Of Using Think - Talk - Write Method Through Small Group Discussion To Teach Writing Recount Text At Tenth Grade Students Of SMKN 1 Kediri In Academic Year

2019/2020.

Identification of the Problem Most students in grade ten SMKN 1 KEDIRI have difficulty writing. They are confused about where to start writing, how to find or determine the main idea in each paragraph. They also have difficulty in writing their ideas in written form.

Sometimes students ask researchers what English is a word in Indonesian, this means students are very weak in their vocabulary mastery and the limited vocabulary they know. Word selection is also one of the difficulties of students in writing, they also sometimes forget to give punctuation in paragraphs, the easiest example is the end of a sentence that is not given a dot. On the other hand, teacher did not explain more detailed about the subject to the students.

At that point the teacher didn't show the students the path how to write in an efficient text, the manner in which how decide the subject of passage and create it in to an efficient text. C. Limitation of the Problem Based on the identification of the problem above, the researcher chose to concentrate on the students' writing ability, particularly in language features. The analyst picked one type of the content, recount text. the material is tied in with retelling story that occurs before.

The objective of the material that the students had the option to able to write about their vacation, idol, story that occurs in the past with in efficient and structured. In order to lead the exploration, the researcher picked recount text. Besides, the researcher concentrated on the students' writing ability in language features includes in recount text at tenth grade students of SMKN 1 KEDIRI in the first semester by utilizing TTW.

Formulation of the Problem Based on the limitation of the problem, the writer decide two research question as follow: How is students' writing ability in recount text especially in language features before and after being taught by Think-Talk-Write strategy using Small Group Discussion at tenth grade students in SMKN 1 KEDIRI in academic year 2019/2020? Is there any effect of Think-Talk-Write on tenth grade students' writing ability in recount text especially in language features in SMKN 1 KEDIRI in academic year 2019/2020? Purpose of the Research According on the research question, the objectives of this research are: To know the students' writing ability in recount text especially in language features before and after being taught by Think-Talk-Write strategy using Small Group Discussion at tenth grade students in SMKN 1 KEDIRI in academic year 2019/2020.

To find out whether there is significant effect of Think-Talk-Write strategy using Small

Group Discussion at tenth grade students writing ability in recount text especially in language features in SMKN 1 KEDIRI or not in academic year 2019/2020. Significant of the Research There is some significant of this research, such as : For the teacher: The English teacher will have the information of the Talk-Think-Write method that can affect to students' writing ability especially in language features of group discussing as a strategy to produce the better writing, and also the teacher will apply this strategy to be applied in the classroom.

For the students: After the students were taught by this method, they will motivated to improving their critical minds about some opinion, texts, story, etc., share their ideas in their own groups and the other groups, write the ideas in their minds to express their opinion about something, a better writing especially in the language features.

For the researcher itself: By doing the study, it will motivate and support the other researchers who want to conduct a research and also gives the positive effect of the quality of the research Talk-Think-Write on understudies' composing capacity particularly in the langauge features. The Definition of Key Words of the Research To avoid some incorrect interpretations of this research title, would like to clarify and expalin term used.

Writing Writing is a mode of human correspondence that speaks to language with signs and images. For dialects that use a composing framework, engravings can supplement communicated in language by making a solid form of discourse that can be put away for future reference or transmitted crosswise over separation. Writing, as it were, isn't a language, yet an instrument used to make dialects coherent.

Inside a language framework, writing depends on a considerable lot of indistinguishable structures from discourse, for example, jargon, punctuation, and semantics, with the additional reliance of an arrangement of signs or images. The consequence of the movement of composing is known as a content, and the mediator or activator of this content is known as a reader Think -Talk -Write (TTW) The learning model think-talk-write (TTW) is a learning model that can cultivate students' ability of understanding and communication.

The think-talk-compose learning model was created by Huinker and Laughlin (Yamin and Ansari, 2008: 84) which was worked through reasoning, talking and composing. The progression of the Think-Talk-Write model beginnings from the association of understudies in deduction or exchange with themselves after the understanding procedure, at that point talks and offers thoughts with their friends then writes the results of the discussion.

This model is more effective if done in a heterogeneous group with 3-5 students. In this group, all students are required to read, make notes, explaining, listening and sharing ideas with friends and then express it through writing. Small Group Discussion Small group discussion is a learning process by conducting small group discussions whose purpose is for students to have problem solving skills related to the subject matter and problems faced in everyday life.

Small group discussions also mean the process of seeing two or more individuals who interact globally and face to face with certain goals or objectives through exchanging information, maintaining opinions or solving problems. CHAPTER II REVIEW RELATED LITERATURE Writing Definition of Writing Writing is an activity for sharing information, messages, ideas and express emotions in a structured grammar and in a written form, writing also one of the tools to communicate. Writing is one of the Englih skill that mut be mastered by the students.

As indicated by Harmer (2004:31) "Writing is an approach to create language and express thoughts, sentiments, and suppositions." Harmer (2001:13) additionally makes reference to that writing includes arranging what we will compose. To start with, is drafting. Next is looking into and altering what we have composed and creating a last form.

Writing is the psychological work of developing thoughts, pondering to communicate them, and sorting out them into articulations and passages that will be obvious to a reader. (Nunan, 2003: 88). As indicated by Rivers (1981: 294), writing is passing on data or articulation of unique thoughts in a back to back route in the new dialect.

Brown, (2001: 336) additionally guaranteed that writing is a reasoning procedure. Besides, he expresses that writing can be arranged and given with a boundless number of updates before its discharge. In addition, Elbow (1973) in Brown (2001: 336) additionally says that writing is a two-advance process.

The primary procedure is making sense of the importance and the subsequent procedure is placing the importance into language. Writing speaks to what we think. It is on the grounds that the creative cycle reflects things, which remain in the brain. Students who are hesitant to record things frequently languish over this action.

The students find troubles when they begin searching for certain motivations to write and delivering written sentences. Another importance of writing ability is moreover portrayed by Urquhart and McIver and besides Harmer. Urquhart and McIver (2005: 5-6)

express that writing is a recursive process, which implies students reexamine all through the procedure, every now and again moving to and fro among the stages.

At that point, students ought to learn systems for creation and disclosure, and teachers should assist students with producing content and find a reason. Additionally, it is expressed that readers, reason, and event characterize all kinds of writing and viable writing satisfies the author's goal and meets the reader' needs.

It implies that writing is an unpredictable procedure and it appears to be sensible to anticipate, at that point, that the instructing of writing is perplexing also. Additionally, Harmer (2004) states that writing urges students to concentrate on exact language use. It is on the grounds that students consider the language use when the students take part in their writing process.

This movement will incite language improvement in light of the fact that the students settle issues what writing places in students' brains. As indicated by Tarigan (1985:5) writing is a profitable expertise, for composing a roaming correspondence and the possibility of the character is through and through unique in relation to that conveyed by talking honestly,thusly composing is incorporated a capacity.

Harmer (2001:79) says that writing is a type of comunication to convey throught or to express inclination through composed structure. It implies that writing is gainful aptitudes that express inclination through composed correspondence. Based on the above definition, it can be said that writing is a productive process that involves some degree, the first search and find ideas, feelings, thoughts and shaping it in written form. the second, revising errors in writing such as incorrect gramaar and sentence order.

writing is formed from text that can be read by readers which can be useful for readers. Another meaning of writing is proposed by Nation (2009:112) who expresses that writing is an action that can helpfully be prefared for by work in different abilities of listening, speaking, and reading. This planning can make it workable for words that have been utilized responsively to come into profitable use.

It implies that writing can be expanded through learning the other language viewpoints. Academic accomplishment or (academy) execution speaks to execution results that show the degree to which an individual has achieved explicit objectives that were the focal point of exercises in instructional conditions, explicitly in school, college, and university (Meares and Fanklin 2010).

Writing accomplishment is the outcome score of writing capacity of the students.

Writing accomplishment has a standard score from the teacher to be passed by the understudies recorded as a hard copy. Writing accomplishment is estimated by a comprehensively scored writing test (Shell, Duane F.; Murphy, Carolyn C.; Bruning, Roger H. 1989).

The outcomes from students writing capacity in the wake of being tried is called writing accomplishment. The terms of writing capacity have a few implications. Numerous specialists have proposed the definition and clarification of writing. Widdowson (1978:62) states that writing is the demonstration of making up right sentences and transmitting them through the visual medium as imprint on paper.

Hornby (1974: 996) states that writing is in the feeling of the action word "write?. Write is to make letters or various pictures (egideographs) on a surface, especially with a pen or a pencil on a paper. The Importance of Writing The purpose behind encouraging writing to students of English as an unknown dialect incorporate fortification, language advancement, learning style, and the above all composition as an ability all alone right. (Harmer, 2002: 79 as indicated by Harmer, (2004: 31-33) there are some significance writing..

Those are: Writing urges students to concentrate on exact language since they think as they write, it might be incite well improvement as a settle issue which composing puts at the forefront of their thoughts. Writing is regularly utilized as a methods for fortifying langue that has been thought. they use composing aptitude to cause a note about what they to have realized while learning process occurs.

Writing is every now and again usefull as a preparartion for some other movement. Writing can be utilized as a basic part of a bigger action where the emphasis is on something different, for example, language work on, acting out or speaking. Writing additionally utilized in questionaire-sort of exercises. Writing is critical to face questionaire test.

In the examinaton, students are solicited their answer in the written form structure. The Purpose of Writing Recorded as a writing, the author has purposes to pass on messages to the reader. No matter what sort of writing the author does, he/she ought to has a particular and clear reason.

It very well may be finished by choosing right words and reasonable sentences structure to pass on the proposed meaning. The reason for a bit of writing will decide the logical structure picked for it. As indicated by Grenville, there are three reasons for writing: to engage, to educate and to persuade To engage Writing to engage by and large appears

as fanciful or experimental writing. It implies that the author needs to utilize his/her innovativeness.

It must not make the readers chuckle, yet connect with their inclination here and there. To educate Writing to educate has direction to inform the peruser regarding something. This sort of enlightening writing can concentrate on objects, spots, techniques, and occasions.

It very well may be found in paper and articles, logical or business reports, guidelines or methodology, and papers for school and college. To convince The author attempts to persuade the reader of something that a perspective is legitimate by introducing the reality/information with the goal that readers follow author's conclusions and follow up on it.

Taking everything into account, the motivation behind writing can't to communicate the thoughts, feeling or then again thought in composed image yet it has likewise explicit purposes, for example, to engage, to advise and to convince the readers. Tarigan (1994: 24) also condense the motivation behind composition, those are : Assignment purpose The authors will begins writing when somebody gets some information about something.

Hence the thought which will be writed by the authors doesn't originate from writers itself Altruistic purpose The design is to engage the readers, to move the readers bitterness with the author works. Persuasive purpose It has direction to persuade the reader about the genuine sentiment introduced. Information purpose The motivation behind writing is to give data, clarification to the readers. Self expresive purpose The object is to present the author.

Imaginative purpose The authors need to achiecve masterful, estimation of craftsmanship. Critical thinking purpose This writing is utilized to tackle the issue looked by the authors. Authors need to clarify and watch cautiously about his/her idea and thought to be comprehended and acknowledged by the readers.

Prosess of Writing Harmer (2005: 4) proposes the way toward writing into four principle components. They are planning, drafting, editing (reflecting and overhauling), and final form. Planning Prior to beginning to write or type, they attempt to choose what it is they going to state. When arranging, authors need to consider three fundamental issues.

The first of everyone else they need to think about the reason for their writing since this will impacts not just the sort of content they wish to deliver, yet in addition the

language they use, and the data they decide to incorporate. Also, experienced authors think about the reader they are writing for, since this will impact the state of the composition, yet in addition the decision of language.

Thirdly, authors need to think about the substance structure of the piece, how best to arrangements the realities, thoughts, or contentions which they have chosen to incorporate. Drafting Allude to the principal form of a piece writing as a draft. This initially go at a text is regularly done on the suspicion that is will be changed later.

As the composing process methodology into drafting, various drafts might be delivered while in transit to the last form. Editing (reflecting and changing) After authors have delivered a draft, generally read through what they have written to see where it works and where it doesn't. Reflecting and updating are regularly helped by different readers (or editors) who remark and make proposals.

Another reader's response to a bit of writing will help the author to make proper modifications. Final forms When authors have altered their draft, rolling out the improvements they reader being important, they created their last form. This may look significantly unique in relation to both the first arrangement and the main draft, since things have changed in the altering procedure.

In any case, the author is presently prepared to send the composed content to its target group. Futhermore, according to Oshima and Ann Hogue (1999: 10-12) there are four stages that ought to be finished by authors: Prewriting Prewriting is an approach to get thoughts. Right now, pick a point and gather thoughts to clarify the point.

Arranging (illustrating) In the arranging stage, the author needs to compose the thoughts created by conceptualizing. The best method to compose the thoughts created is that making a diagram from conceptualizing Writing and updating drafts Subsequent to doing conceptualizing and sketching out as the principal draft and the second procedure of writing, the author can begin to write and amend a few drafts as often as possible until the author has delivered a last duplicate to turn in. Writing the last draft The last stage is that to write the last duplicate or item to turn in.

In light of the specialists' depiction about the way toward composing above, it is reasoned that there are four significant components of composing, they are author's point of view, topic, reader and the type of language. Moreover, the are four steps ==recorded as a hard copy== process, they are pre-writing, arranging, writing – changing drafts also, writing the last draft.

Types of Writing There are four sorts of writing. They ==are narration, description, exposition== furthermore, letter writing. The students in a bit of writing utilize one of these modes solely, yet normally they are found in mix, with a couple of dominating to accomplish the author's essential logical reason and working objective. Fachrurrazy (1990: 38) clarify the kinds of writing are: Narration Narration tells "what occurred". It recounts to a story.

It is the sort of writing found in books, short stories, and biographies. Portrayal typically follows time request. Descripction Descrption tells what something looks like or believes or sounds. It discusses such highlights as size, shape, shading, sound, or taste. Description now and again follows space request. Exposition Exposition is a writing that clarify something. It regularly answer the inquiries what, how, and why.

Its motivation is to introduce thoughts and to make them as clear as would be prudent. It very well may be said that work follows consistent request. This implies that sections are masterminded so that the reader can comprehend the author's idea. In sensible request, the author directs the reader starting with one thought then onto the next. Recount Recount to tell past occasions to educate or engaging.

Occasions are typically organized in a worldly succession. It's generally found or introduced in diaries, journal, personal letter, bioghraphy, travel report, police report, sport report, history, and so on 5. Letter writing There are three principle kinds of letter, specifically: formal letter, business letter, individual letter.

Formal letter is regularly utilized for solicitations to animportant supper, move, or other function and is expressed in the third individual. Business letter must be above everything clear and without any problem comprehended. They ought to be communicated in plain normal English. Individual letter is written in a casual, well disposed approach to somebody whom we know.

The style might be nearly as casual and everyday as though we were talking to the individual. According to Brown (2004: 220) there are four classifications of written execution that catch the range of written creation are considered here. Every class takes after the classifications defmed for the other three abilities, yet these classifications, as usual, mirror the uniqueness of the expertise zone.

Imitative To create written language, the student must accomplish aptitudes in the funqamental, essential undertakings of writing letters, words, accentuation, and brief sentences. This class incorporates the capacity to spell accurately and to see ==phoneme-grapheme correspondences in the English spelling== framework. It is a level at

which students are attempting to ace the mechanics of writing.

At this stage, structure is the essential if not elite center, while setting and importance are of secondary concern. Intensive (controlled). Past the essentials of imitative writing are aptitudes in delivering proper jargon inside a specific circumstance, collocations and colloquialisms, what's more, right linguistic highlights up to'the length of a sentence.

Meaning and context setting are of some significance in deciding accuracy and suitability, however most appraisal errands are progressively worried about an attention on structure, and lare rather carefully constrained by the test plan. Responsive. Here, appraisal errands expect students to perform at a restricted talk level, interfacing sentences into a section and making an intelligently associated grouping of a few passages. Undertakings react to academic orders, arrangements of criteria, diagrams, and different rules.

Sorts of writing incorporate brief stories and descriptions, short reports, lab reports, synopses, brief reactions to reading, and translations of diagrams or charts. Under indicated conditions, the author starts to practice some opportunity of decision among elective types of articulation of thoughts. The author has aced the basics of sentence-level language structure and is increasingly centered around the talk shows that will accomplish the destinations of the composed content. Structure centered consideration is ==for the most part== at the talk level, with a solid accentuation on setting and importance.

Extensive Extensive writing suggests fruitful administration of all the procedures and techniques of writing for all reasons, up to the length of a paper, a research project, a significant research venture report, or even a postulation. Scholars center around accomplishing a reason, arranging and creating thoughts sensibly, utilizing subtleties to help or delineate thoughts, exhibiting syntactic and lexical assortment, and by and large, captivating during the time spent multiple drafts to accomplish a fmal item.

Concentrate on linguistic structure is restricted to periodic altering or editing of a draft. The Function of Writing Agreeing Chodiyah (2012: 2) written language serves a scope of capacity in regular daily existence, including the accompanying: Essential for activity Open sign, for example on streets and stations; item marks and guidance on nourishment, devices or toys bought, plans, maps, TV and radio aides charges; menus, phone registries, voting form papers, PC manual screens and printouts. To socials contact. Individual correspondence letters, postcard, welcoming cards.

Fundamentally for data Paper (news, publication) and current undertakings magazines,

interest magazines, true to life books, including reading material, open takes note, ad, and so forth. Fundamentally for diversion Light magazines, funny cartoons, fiction books, verse and show, paper highlights, film captions, games (counting PC games).

Teaching Writing Ur (1996: 162) stated that the target of the instructing of writing in a remote language is to get students to get the capacities and aptitudes they have to procedue a scope of various types of written text to picked an informed individual would be expexted to have the option to strategy their own language. 2013 educational plan places reading and listening as receptive skill while speaking and writing as productive skill.

Harmer (1998: 79) stated that the purpose behind teaching writing keeping in touch with students of English as unknown dialect incorporate support, language advancement, learning style, also, above all, writing as an ability in its ownright. Training writing can developt students capacity, for example, the students can improve their skill in writing ==as a hard copy== some content.

From schedule one of Basic Competency (KD) is create oral and composed writings, to communicate and ask about the activities/exercises/occasions without referencing the guilty party in a logical book, considering the social capacity, the structure of the content, and right semantic components and in setting. It implies that in educational program 2013 create students capacity ==recorded as a hard== copy, since writing is productive skill.

Assessing Writing One technique that can be utilized in evaluating writing is test. Testing writing abilities are mind boggling and something hard to educate, requiring authority not just of linguistic and logical gadgets yet in addition of calculated and critical components (Heaton, 1991: 135).

Coming up next are changed aptitudes essential for composing great writing as proposed by Heaton (1991): Language use: the capacity to write right and suitable sentences. Mechanical aptitudes: the capacity to utilize effectively those shows impossible to miss to the composed language, for example accentuation, spelling. Treatment of substance: the capacity to think imaginatively and create musings, counting all insignificant data.

Stylistic skills: the capacity to control sentences and passages, and use language adequately. Judgment skill : the capacity to write in a fitting way for a specific reason considering a specific crowd, together with an action to choose, sort out, request the important data.

Hamp - Lyons (1991) states that the appraisal had a positive gathering among students, faculty, consultants and other network individuals since it mirrors the worries of and is effectively deciphered by these differed voting demographics. In writing test, the authors steps through the examinations in free writing. The materials that is destined to be tried identifies with the describe content since it has been educated in Senior High School particularly in the first year students.

Followings are scoring rubrics as per to Jacob ET AI (in Sara, 2002: 116) Esl Composition Profile Student : Date : Topic : _ _Score _Level _Criteria _Comment _ _CONTENT _20-47 26-22 21-17 16-13 _EXCELENT TO VERY GOOD : learned, substantives, through advancement of theory, applicable to parceled out point GOOD TO AVERAGE: some information on subject ,satisfactory range, constrained improvement of theory, ==for the most part== significant to point however need detail FAIR TO POOR: constrained information on subject, little substance, lacking advancement of proposition VERY POOR: doesn't plant information on subject, not appropriate, or insufficient to assess _ _ _ORGANIZATION _20-18 17-14 13-10 9-7 _EXCELENT TO VERY GOOD: familiar articulation, thought plainly, expressed/upheld, efficient, legitimate sequincing, durable GOOD TO AVERAGE: Fairly rough, inexactly sorted out however principle thoughts stick out, constrained bolstered, intelligent yet inadequate sequencing FAIR TO POOR: Non-familiar, thoughts befuddled or disengaged, need legitimate sequencing and advancement VERY POOR: doesn't convey, no association, or insufficient to assess _ _ _VOCABULARY _25-22 17-14 13-10 9-7 _EXCELENT TO VERY GOOD: sophiticated range's powerful word figure of speech decision and use, word ranch authority, fitting register. GOOD TO VERY GOOD: sufficient range, intermittent blunders of word/figure of speech structure, decision use yet meaning not darkened.

FAIR TO POOR: restricted range, visit blunders of expression of maxim structure, decision, use but menaing not clouded. VERY POOR: basically interpretation, little information on English jargon, saying word structure, or insufficient to assessed. _ _ _LANGUAGE _25-22 21-18 17-11 10-5 _EXCELENT TO VERY GOOD: viable complete guidance, barely any mistakes of understanding, tenses, number, word request/work, articles, pronoun, relational word GOOD TO AVERAGE: successful yet basic development, a few mistakes of understanding, tenses, number, word request/work, articles, pronoun, relational word however clouded FAIR TO POOR: serious issues in straightforward or complex development, a few mistakes of understanding, tense, number, word request/work, articles pronoun, relational word or potentially parts run-ons identifications, which means befuddled VERY POOR: essentially not authority of sentence development rules, ruled by mistakes, doesn't convey, insufficient to assess _ _ _MECHANIC _5 4 3 2 _EXCELENT TO VERY GOOD: shows of authority of show, barely any

mistakes of spelling, accentuation, capitalization, paraghraphing GOOD TO AVERAGE: intermittent mistakes of spelling, accentuation, capitalization,paragraphing however meaning not clouded FAIR TO POOR: visit blunder of spelling, accentuation, capitalization, paraghraphing, poor penmanship, which means cinfused or clouded VERY POOR: no authority of show, commanded by mistakes of spelling, accentuation, capitalization, paragraphing , penmanship indecipherable or insufficient to assess _ _ _ _ _ Recount Text The Definition of Recount Text As per Anderson (in Dwi, 2010: 16) recount text is speaking or writing on past occasions or a bit of content that retells past occasions, for the most part in the request which they occurred.

The point of the content is retell the past occasion or to tell somebody's involvement with sequential request. Recount text is a text that recounting to the reader around one story, activity or action. Its will probably engaging or illuminating the reader or recount text is a text which retells occasion or encounters previously. (British Course, 2020).

This sort of content can't utilized at school yet in addition at other media composed and electronic, it's utilized in numerous genuine social settings. For instance is utilized in journal, blog, letter, life story, travel report, police report, sport report and so on. Types of Recount Text According to Barwick (1999: 4-5) there are various kinds of relates with differing levels of language and substance as indicated by the crowd and reason. Personal Recount An individual relate retells an action that the author or speaker has experienced.

It has individual and emotive remarks and tales included what's more, may appear as an oral story, a letter or a journal section. It is writed in the main individual utilizing individual pronouns, I and we. Subtleties of who, what, when, where and some of the time why are incorporated however the succession of describing may change.

Factual Recount Text A factual recount text relate records a progression of occasions successively and assesses their essentialness. This can be introduced as a recorded relate, science explore, traffic report, sport report or in film, TV and video. At this stage describes include point by point look into about new themes for which students ought to utilize print and innovative assets.

Fitting specialized language, exact subtleties of time, spot and way what's more, retelling with suitable clarifications and legitimizations helps readers to precisely recreate what occurred. The emphasis is on language that shows time grouping (before moving, while they were, after a number) utilizing evaluative language (significance, criticalness, impact, accomplishment) and underlining evaluation language (stunning, victories impact, achievement).This relate is normally written in third individual utilizing

pronouns he, she and they. It might be written in the detached voice.

Imagnative Recount text The imaginative recount text of an artistic or story relate are set in a reasonable setting. Character advancement is stressed with the storyteller reacting emotively to the occasions. The grouping of subtleties might be changed yet who, what, when and where are as yet included.

The abstract relate is commonly written in the principal individual utilizing me or us, building up a connection between the author and reader or speaker and audience, for model my journal as a youngster in space. Procedural Recount Procedural recount record, in an oral or written structure, the successive advances expected to accomplish an outcome.

This is writed after the finishing of a system. Procedural describes are found in data books, TV, movies and books that clarify how things were made. The emphasis is on the precise request of succession, the determination of the right language for the subject and the utilization of time conjunctions. Outlines and drawings are frequently included to help with the explanation of the stages.

Critical Recount A critical recount takes a gander at an issue and remarks and assesses negative furthermore, positive angles. Chosen subtleties are incorporated to suit the contention, however this relate may not be sequenced sequentially. It is commonly composed in the first or third individual utilizing me or we yet might be written in the detached voice.

For instance, a describe of investigation in Antarctica may fundamentally evaluate the harm caused to the earth and biological system by this investigation. Generic Structure of Recount Text The describe content has three sections: Orientation Direction takes in the First section that give foundation data about who, what, where and when. Event Determine what occurred and in what arrangement.

A record of occasions for the most part described in sequential request, named; event 1, event 2, event 3. Re-orientation Comprise of discretionary conclusion of events/ending. While Hardy and Klarwein (in Emilda, 2010: 13) express the conventional structure of describe content comprise of direction, arrangement of occasions and re-direction.

In direction, the author sets the describe in time and spot. While the arrangement of occasions organized in a transient succession and regularly communicated in wording. The reorientation is the discretionary component. Language Features of Recount Text Barwick (1999: 6) clarifies that language highlights of describe content are: Formal

people, places or things and pronouns recognize individuals, creatures or things. For example Mr. Lawrence, the mailman, his racquet, she. Bigger and progressively complex thing bunches develop portrayals.

For example the marathon runner, Lionel Drill. Word families are utilized to construct point data. For example smoke signals, drums, phone, TV. Changed activity action words are utilized to assemble word chains. These might be equivalent words, antonyms or redundancies. For example she hopped, she jumped, she slithered. Engaging words include insights regarding who, what, when, where and how.

for example The previous evening in the Blue Crib café, the bothered man indignantly tossed the severed plate the recolored table. Qualifiers and word intensifying expressions arrangement occasions in time and demonstrate place. For example In 1927, On 6 June 1824 Specialized (the thorax, the belly) and conceptual language (excellence) are used to add confidence to the writings.

Writings are written in past tense to retell past occasions. For example she grinned. Conjunctions (when, yet) to join statements and connectives to arrangement occasions (first, at that point, at last) are utilized. Noteworthy occasions are incorporated and superfluous subtleties are prohibited. Cited and detailed addresses are utilized.

For example 'We are off on a trip tomorrow,' said Mrs. Sheridan energetically. Mrs. Sheridan excitedly included that they would be going on a trip the following day. Evaluative language is utilized in true and individual describes. For example Skipper Arthur Phillip was a reasonable and simply man. The excursion was a great experience.

Sentences ought to be organized with the emphasis on the significant data toward the start. For example The last outing he at any point made was In 1909 they initially entered. The passive voice is utilized now and again to permit the author to forget about the individual doing the activity Think-Talk-Write The Definition of Think-Talk-Write (TTW) Ansari (2003: 36) states that, TTW is one of system presented first by Huinker and Laughlin. The fundamental of TTW method is think, talk, also, write.

Its system can offer offices to the students in oral ability or non-oral aptitude. It implies that TTW system is a procedure which creating thinks and the students to improve writing capacity. TTW system is learning forms which offer chance to the students look for of issue.

From that point forward, the students should conversation with companion about the issue find. The last, the students ought to write the consequence of conversation. TTW

can help the students into thoughts, thoughts of association, furthermore, creativities. The Advantages and Disadvantages of Think-Talk-Write Technique There are a few points of advantages as follows: The upside of Think-Talk-Write procedure is to hone the whole visual reasoning aptitudes. Develop an important arrangement so as to comprehend the instructing materials.

Can create basic and imaginative considering aptitudes students. By associate and talk about with the gathering will connect with students effectively in learning. Allowing the understudies to think and speak with companions, teachers, and even with themselves. The disadvantages of Think-Talk-Write Technique is when students work in-gathering, they are anything but difficult to lose the capacity and certainty, in light of the fact that ruled by well-off students, and teachers should set up all media to develop so as to execute Think Talk-Write.

The Procedure of Think-Talk-Write Techique The teacher disclose about TTW method to the students The teacher tells the learning point The teacher disclose the material to be talked about at the look The educator separates understudies into some gathering. Each gathering comprises of 3-4 students. The teacher gives worksheets or partitions the perusing content that contains the issue circumstance, the guidance and the systems for usage to every student.

The students read worksheets, comprehend the issue exclusively and make little notes (THINK). Ask the students to cooperate with their gathering to talk about substance of worksheets. The students are approached to distinguish the content (TALK), the researcher as go between of learning condition.

Ask every one of the students to write their innovative thoughts dependent on the picture (WRITE). The teacher requests that each gathering present their work. The teacher asks students from different gatherings to react the appropriate response from different gatherings. In light of the clarification over that strategy of TTW strategy has ninth steps.

In strategy of TTW system consistently throught three stages, because this means is principle steps of TTW system. Small Group Discussion The Definition of Small Group Discussion Small group discussion is one of helpful language procedures in which students work in bunch s there are three or four a little gathering conversation is a little individual from people, cooperate through connection whose autonomous relationship permits the to accomplish a shared objective.

According to Sagala (2007: 20), he said that "small group discussion is progressively

successful if the gathering comprise of 3-4 students, empower students to offers their thoughts or thoughts to another students without any problem". besides Brown (1988: 167) expressed that small group give chances to students' initiation for face to face, give and take, for training in negotation of significance of broadened conversation trades. So the students are more certainty to offer input in every one of their small group.

They meet as little assembling or as breaks-out of enormous gathering and are offered numerous chances of creatives, adaptable exchange of thoughts and exuberant, significant participation. The primary concern is setting up a conversation is to ensure that each gathering part takes part. Furthermore, Fowler (1980: 310) expressed that small group is at least three individuals collaborating face to face, with or without a doled out pioneer so that every individual impacts, and is affected by someone else in the gathering.

In short, it can be said that small group of conversation is comprise with at least three individuals of gathering to trade a spoken or writed messages in an attepmt to impact each other. By utilizing small group discussion, it could be simpler for the students to effectively take an interest and little gathering of conversation give the student opportunity to get other students' point of view.

Types of Small Group Discussion According to Ernest (1997: 25-26) there are some types of small group discussion as follows: Cooperative Learning Group In cooperative learning, a small group of members cooperate to accomplish a shared objective. agreeable learning works on the reason that member accomplish more when they cooperate. The objective of agreeable learning are sure freedom, up close and personal nteraction among particpants, singular accountablity inside the group, and relational and small group aptitudes.

This showing strategy encourages subjective improvement in the territories of maintenance and accomplishment and emotional advancement through socialization and confidence. Problem Solving Group These group exist so as to participate, find, request and think fundamentally. For example, a few members may cooperate to take care of numerical issues through investigation.

The motivation behind critical thinking bunches is to move toward genuine issue with a proper methodology. The members find numerous ways to deal with the issue and test them for the conceivable arrangement. Group Investigation This moderator splits members up into small group dependent on specific intrigue.

each group has certain classification, and they accumulate data and break down it for

significance. The members at that point get ready and convey an introduction to the class about what they found. The procedure instructs members to cooperate, hear one out another, and bolster every others' work and assessments.

This is a group expertise building instructing technique that strenghtns peer association. Previous Studies To support and prove the originally of her research, the researcher uses some relevant previous studies. There are two previous studies that discuss the using of Think-Talk-Write ini writing recount text. The first is from Azis, Marlia Pradita. 2016.

"THE INFLUENCE OF THINK-TALK-WRITE (TTW) STRATEGY TOWARD STUDENTS' WRITING SKILL ON RECOUNT TEXT (An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta in the Academic Year of 2015/2016)". A thesis paper. EDUCATION AND TEACHER TRAINING FACULTY WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG The second is Maulida Agustin Kamilia "The Effect of Think Talk Write Strategy on the Students' Writing Ability in Recount Text of the First Grade Students of SMK PLUS ALMAARIF". By used experimental which is quasi-experimental design.

The subject of this study was two classes of first grade at SMK Plus Almaarif Singosari. The students consisted of 30 students they were 17 students of TKR A and 13 students of TKR B. The differences of this previous study with this reearch are : the title, the method of collecting data, the object of observation, the place and time of data collection.

This research is about The Efffectiveness of Using Think-Talk-Write Through Small Group Discussion to Teach Recount Text to the Tenth Grade Students of SMKN 1 Kediri in Academic Year 2019/2020. In this research the researcher using experimental research. The similarity with this research is using the same technique Think-Talk-Write in teaching recount text for English students.

Hypothesis In the line with the subject of the examination, the researcher plans two theories that can be tried by "t" test. A theory, characterized by Bryman and Bell (2011) is "an educated hypothesis, which is set up to be tried, about the conceivable connection between two additional factors". It is as often as possible derived from the hypothesis and is tried (Ibid). theories are defined to draw a connnection between two factors.

There are two sort of factor, that are invalid theory (Ho) and elective speculation (Ha) that can be depict underneath : Ho = there is no effective after applying "Think-Talk-Write" technique on students' language features and writing ability in recount text at

SMKN 1 Kediri. Ha = there is effective after applying "Think-Talk-Write" technique on students' language features in recount text and writing ability in recont text at SMKN 1 Kediri

CHAPTER III RESEARCH METHOD Research Variable In each research, it is essential to realize the variable that will be observed.

As per Sugiyono (2007; 2), research variable are things that shape what is characterized by the looks into to be concentrated so as to get data about it, what's more, the end drawn on straightaway. The variable is utilized for the examination since it is subject of the research and it is being seen while doing research. According to Shukhla (2018) Variable is worried about variety in nearness of something face to face, object, creature, spot or circumstance or in any normal marvels.

It very well may be characterized as a trademark under investigation of which a personality or worth changes or is conceivable to change per unit is called variable or a variable is a trademark that fluctuates with regards to its worth or personality. variable separated into two sections, they are independent variable and dependent variable.

Independent variable is the variable that estimation of which influences the estimation of another variable is known as independent variable. Such factor isn't influenced by the adjustment in the estimation of another variable yet influences the estimation of another variable. While dependent variable is the variable estimation of which may change because of progress in the estimation of other variable is called dependent variable.

In different words, such characteristic is called dependent variable for which various qualities can be gotten with regards to change in free factor (Shukhla, 2018). According to the explanation above, it can be concluded that there is a variable which effect to the other variable. In this research, the dependent variable is students' writing ability especially in language features at the tenth grade students of SMKN 1 Kediri.

In addition, the independent variable is Think – Talk – Write. In this reserach, writing ability characterized as : a way to deal with make language and express musings, conclusions, and notions there are two classifications of writing ability. They are micro-skills and macro-skills (Brown, 2004: 221).

For micro-skills they are producing graphemes and orthographic, pattern of English, producing writing at efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (e.g., tenses, agreement, pluralization), patterns, and rules, expressing a particular meaning in different grammatical forms, using the cohesive devices in written discourses.

Furthermore, macro-skills are using the rhetorical forms and convetions of written discourse, appropriately accomplishing the communicative functions of written texts accoding to form and purpose, conveying links and connections between events, and communicates such relation as main idea, supporting idea, new information, given information, generalization, and exemplification between literal and implied meanings when writing, correctly conveying culturally specific references in the context of the written text, developing and using a battery of writing strategies, such as accurately assessingthe audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, sociliting peer and instructor feedback, and using feedback for revising and editing.

Technique and Research Approach Approach of the Research The author used quantitative research design. Quantitative research include the procedures of gathering, breaking down, deciphering, and composing the after effects of an investigation (Cresswell, 2014). It implied the information is as number that utilized a measurement investigation was utilized to dissect the information.

The information on this exploration was determined by utilizing SPSS. Technique of the Research As indicated by the issues, the author utilized experimental method in this research. As per Sugiyono (2007:107) experimental research is characterized as a technique for investigate which is accustomed to searching for certain impact toward the other on the controlled condition. It meant, this technique controlled factors and estimated the effect of the control on other arrangement of factors.

the form design that the author picked in experimenal method was genuine pre experimental, in particular one-group pretest-posttest design. The explanation author picked one-group pretest-posttest design is to contrasting students' scores from pre-test and post-test so as to know the adequacy of think-talk-write on students' writing ability especially in language features Place and Time of Research Place of the Research To do this research, the researcher took place at SMKN 1 Kediri that is located on Jl. Veteran No.9 Mojoroto, Mojoroto.

The reason of choosing senior high school students especially of the tenth grade students of SMKN 1 Kediri in this research was because the students here got writing material such as recount text. It was deemed as ideal for this application process, because they had more capability and expeience in coprehend writing text. Time of the Research This research was done in first semester of academic year 2020-2021.

Those activity were designing the title, designing proposal and revising, arranging instrument, collecting and analyzing the data, and writing final report and revising. The

detailed schedule of the research can be seen as follow : Table 3.1 Time of the Research No. _Activity _Nov 2019 _Dec 2019 _Apr 2020 _May 2020 _Jun 2020 _Jul 2020 _ _ _1 _2 _3 _4 _1 _2 _3 _4 _1 _2 _3 _4 _1 _2 _3 _4 _1 _2 _3 _4 _1 _2 _3 _4 _ _ _Proposing title and design _ _(_(_Designing chapter I,II,III and revising _ _ _(_(_(_(_(_(_(_(_(_(_(_(_(_ _ _ _ _ _ _ _ _ _ _Arranging instrument and asking permission to school _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _(_ _ _ _ _ _ _ _ _ _Collecting the data : Giving pretest Giving treatment Giving post-test _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _(_(_(_ _ _ _ _ _ _ _Analyzing the data _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _(_(_ _ _ _ _Writing the report of the research chapter IV,V _(_(_ _ _ _Thesis Examination _(_ _ Popultion and Sample Population Population was the measure of peopleor object in the spot of the exploration.

As per Sugiyono (2015: 117) population is speculation district that comprises of item, subject that have quality and certain characteristic who prescript by researcher for study to pull the end. On the other hand, Sukardi (2012: 53) additionally expresses that population on a fundamental level is all individuals from human, creature, occasion, or thing which live respectively in a spot and an arranged become target end from the last aftereffect of research.

As indicated by the clarification over a population is the entire of subject utilized by the researcher. In this reseaarch, the objective of population was tenth grade students of SMKN 1 Kediri that comprise 750 students. Sample Sample is a piece of the number and qualities of which are possessed by the populace.

As indicated by Suharsimin Arikunto (2002: 109) samples are incompletely or agent of the populace studied. According to Sugiyono (2008: 116) "Sample is a segment of the sum and the attributes controlled by the populace". Also, agreeing Sugiyono (2003: 74-78) "sampling is an example method". The sample of this research was one class of tenth grade students of SMKN 1 Kediri .

The researcher picked tenth grade of X TITL 1, as the sample of the research that comprise with 34 students which devided into 30 male and 4 female. Research Instrument and Technique of Collecting the Data Instrument Instrument was a device that was utilized by the researcher to gather the information. Here, the researcher's instrument was a test. Ary, et al, (2010: 201) states that tests are important estimating instruments for instructive research.

It implied test was a device that was utilized to gauge the students' conpetence. The author utilized a test to quantify the students' writing skill when being taught by think-talk-write. In this research, the researcher used pre-test and post-test. Those test

given after giving treatment using think-talk-write.

Pre-test and post-test are given to know students' writing ability before and after beig taught using think-talk-write. The author chose self writing as one types of writing that gave the students opportuities to utilize their writing skill and creativity in write a text by grouping. Technique of Collecting Data To discover the impact of utilizing think-talk-write in improving students' writing skill, the researcher offered test to the students'.

The data was produce text in type of writing recount text. The researcher through some steps of collectng data including pre-test and post-test and the last is questionaire. The pre-test would be given before the treatment utilizing think-talk-wwrite and the posttest would be given after the treatment by utilizing think-talk-write. Pretest The pre-test was as an essay that comprise with one question. The pre-test was done bit by bit.

Initially, the researcher present herself and told the motivation behind the research. At that point the reearcher write the subject that must be clarified students. The data was gathered by requesting that students do the test to write recount text, in pre-test the students carried out the task with their own insight without utilizing think-talk-write. For this situation, the researcher got the data without the influemce of independent variable.

From pre-test, teacher knew the aftereffect of writing ability of students before they are taught by utilizing think-talk-write. Post-test In this examination, the best approach to gathering data was by requesting that the students to write recount text. the post-test was considered after the researcher direct students by utilizing a test. The students need to make recount text dependent on their unforgetful experience.

The posttest was done to discover the impact of utilizing think-talk-write on students' writing capacity. Technique of Data Analysis Pre-test and Post-test The Formula The primary information investigation was theuse of t-test. in this exploration, the analyst utilized quantitative information attempt to discover the information of the adequacy of utilizing think-talk-write through small group discussion in showing composing .the information was gotten by social affair information from pre-test and post-test stage.

after the analyst got the information, the researcher broke down them by SPSS. The recipe of t-test can be seen beneath: ??= ?? (??- (?? 2 ?? ??(??-1) t : t-test of non-independent D : the sum pretest-postest (D : the sum deviarion of means difference N :the number of sample The Norm The test result was conpared to t-table to choose the huge of the investigation the scientist rules: a) if t-test > t-table with level of

centrality of 0.05 (5%) and 0.01 (1%) implies huge. so Ha is acknowledged and H0 is dismissed. b) if t-test with thedegree of centrality of 0.00 (5%) 0.01 (!%) it implies huge, so Ha is dismissed and H0 is acknowledged.

CHAPTER IV FINDINGS AND DISCUSSION Description of Variables Data The student's writing skill before taught using Think-Talk-Write The subject of the exploration was tenth grade understudies of SMKN 1 Kediri. The class comprise of 34 students. The pre-test was done on 9th August 2019. The writer gave 2 test of writing inquiries to write a recount text about vacation and unforgetful experience. It was held just 40 minutes.

The researcher restricted the subject of pre-test so as to make the students keep focus around building up their thoughts. It was utilized to gauge students writing ability particularly in language features before being taught by Think-Talk-Write. The test was given in the first meeting before gave any treatment. The students score of English subject in tenth grade student that is 75.

Along these lines, the students who get score under 75, they don't pass through the test. In any case, if their score more than 75, they will pass through the test. Data to decide the ability of tenth grade students of the first semester of the academic year 2019/2020 regarding witing ability acquired from the test comprising of 2 things for each test. Conceivable most elevated score got by students was 100, while the chance of the least value is 0.

A value acquired from writing ability, at that point ordered into five classifications. As indicated by Arifin (2012:236),the classified are : Mean + 1.5 (standard deviation) A (Very Good) =86 - 100 Mean + 0.5 (standard deviation) B (Good) = 75 - 85 Mean – 0.5 (Standard deviation) C (Enough) = 65 - 74 Mean – 1.5 (standard deviation) D (Poor) = 54 – 64 Less than calculating the value D – E (Very Poor) = <54 The result of the calculation of the value of writing skill category for tenth grade students of SMKN 1 Kediri can be presented in a frequency distribution table below. Student pre-test score Chart 4.1

Student's Pre-test Score / From the chart below we can see that 17 students who didn't pass the test and the students who passed the test are 17 students. The total score of pre-test was 2227. Data Frequency of Pre-test In this part the data are examined by utilizing t-test. Before breaking down the information, the author presents the consequence of information recurrence of pre-test and post-test, the information recurrence can be found in the accompanying table. Table 4.1

The score frequency of Pre-test No _Class limit _Class boundaries _Frequency

_percentage _Categories _ _1 _0 _0 _5 _15% _Very poor _ _2 _68-73 _68,5 – 73,5 _7 _20% _Poor _ _3 _74-79 _73,5 – 78,5 _18 _53% _Enough _ _4 _80-85 _78,5 - 83,5 _4 _12% _Good _ _5 _86-91 _86,5 - 91,5 _0 _0% _Very good _ _ _ _ _34 _100% _ _ _ From the table above, it can be formed into chart below. Chart 4.2

The chart frequency of Pre-test / From the chart frequency of pretest above, it can be seen that there were 5 students got score 0 (the score was 0 because the student was not present when the pretest was being held) with categories very poor. 7 students got score 68-73 with categories poor, 18 students got score 74-79 with categories enough, 4 students got score 86-85 with categories good and no students who got score 86-91. The were 17 students who didn't pass the test and the students whom pass the test was also 17 students. The total score of pretest was 2227.

Treatment The first treatment was done on 16th August 2019, after given pretest. There were each of the thirty four students in this meeting. In this activity the researcher would presented the theme and Think-Talk-Write technique to the students briefly. To start with, the reseqrcher greeted the students, presented herself and the motivation behind directed research, at that point the researcher presented and explained the strategy of Thik-Talk-Write method. To begin the exercise, the research gave brainstorming about what they do when occasion.

At that point, she explain the recount text, including its definition, geneirc structure, kind of recount text and furthermore laguage features. To measure how far they know about recount text. The second procedure is whilist teaching. Here, the author would explain recount text. In the first day of treatment, the researcher give some recount text.

The researcher ask the students to find the generic structure of recount text that the researcher gave, and write down the language features that the students found in the text. Second treatment was done in 23 August 2019. In this activity the research ask the students to make a group consist with 4-5 person. The researcher give every group with different kind of recount text, the researcher asks students to analyze the contents of the recount text ranging from generic structure to languange features, students are asked to discuss with the group, students are given 45 minutes to work on and discuss, if there is something that is not understood well students can ask the researcher.

After that, group representatives read the results of each discussion and the results of the discussion were collected to the researchers to be examined together. After that, students are asked to make a recount text about their vacation plans in a paper that contains their group earlier and given to researchers to be assessed. The third procedure is post teaching. In this activity, the author gives a feedbacks about the material after

the lessons is done and then close the meeting.

After giving the treatment for twice, the author gives post-test to measure the students' writing ability after being taught by Think-Talk-Write. The student's writing skill after being taught using Think-Talk-Write After give any treatments to the students, the author given post-test to the students. The post-test consisted of the different topic from the pretest.

Post-test is conducted to measure how well the students' writing skill is increasing after being taught by Think-Talk-Write. From the table post-test score, it can be seen that the total score which turned out by 34 students is (2227). Besides, it can be concluded from the total score pretest (2227) and post-test (2599) that the score of post-test is higher than pretest.

It means that the students' writing skill is increasing. The results score category of writing skill of the tenth grade students of SMKN 1 Kediri can be presented in a frequency distribution table below. Students post-test score Chart 4.3

Student Post – Test Score From the chart scoring of post-test above, it can be seen that there was interesting score from the students after beig taught using Thikn-Talk-Write only two student who couldn't pass the KKM. Data Freuency of Post-Test The score frequency of post-test can be seen in the following table Table 4.2 The Score Freuency of Post – Test No _Class limit _Class boundaries _frequency _percentage _Categories _ _1 _72 – 77 _72,5 – 77,5 _3 _9% _Enough _ _2 _78 – 83 _78,5 – 83,5 _12 _35% _Good _ _3 _84 – 89 _84,5 – 89,5 _7 _21% _Very good _ _4 _90 – 95 _90,5 – 95,5 _11 _32% _Very good _ _5 _96 – 100 _96,5 – 100 _1 _3% _Very good _ _ _ _ _34 _100% _ _ _ From the table of frequency above, it can be formed into diagram below. Chart 4.4

Chart score Frequency of Post – Test From the chart of post – test above, it can be seen that there was interesting scores from the students after being taught using Think-Talk-Write technique. There were 3 students got score 72 – 77 with categories enough, 12 students got score 78 – 83 with categories good, 7 students got score 84 – 95 with categories very good, 11 students got score 90 – 95 with categories very good, and 1 students got score 96 – 100 with categories very good.

As explained before that the standard score of English subject of tenth grade at senior high school is 75. Thus, it can be seen in the table or diagram that there are 2 students who cannot pass the test and 32 students can pass the test. It can be concluded that the diagram frequency above shown the post – test score better than pretest score.

Next, the writer will calculate the mean of all the score from the data in the table above to answer the first and second formulation of the problem. Data Analysis Procedure of Data Analysis This section is intended to answer the research question whether Think-Talk-Write is effective on students' writing skill at tenth grade students of SMKN 1 Kediri. Before the author analysis the data, the author corrected the student's result of pretest and post – test.then thw author input and calculated pretest and post – test score using SPSS version 24 and analyse the data the author used Paired Sample t-test in SPSS.

Result of the Data In this section the author showed the results from the students' pretest and post – test score by using SPSS version 24. There were data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlation, Paired Samples Test. Mean Table 4.3 The mean score of Pretest and Post – test Paired Samples Statistics Paired Samples Statistics _ _ _Mean _N _Std. Deviation _Std.

Error Mean _ _Pair 1 _Pretest _65,50 _34 _27,780 _4,764 _ _ _Posttest _85,53 _34 _6,689 _1,147 _ _ From the Paired Samples Statistics table above, it showed the mean score of pretest was 65,50 with standard deviation 27,780 and the mean of post – test was 85,53 with standar deviation 6,689. The number of participants in each test (N) is 34. Correlation Table 4.4

The correlation score of pretest and post – test Paired Samples Correlation Paired Samples Correlations _ _ _N _Correlation _Sig. _ _Pair 1 _Pretest & Posttest _34 _,005 _,980 _ _ From Paired Samples Correlation table above, the output shown the data before and after being taught using Think-Talk-Write was 0,005 with Sig. Value 0,980. It means there is no correlation between students' writing ability before and after being taught using Think-Talk-Write.

T-test Table 4.5 The T – score of Pretest and Post – test Paired Sample Test Paired Samples Test _ _ _Paired Differences _t _df _Sig. (2-tailed) _ _ _Mean _Std. Deviation _Std. Error Mean _95% Confidence Interval of the Difference _ _ _ _ _ _ _ _Lower _Upper _ _ _ _ _Pair 1 _Pretest - Posttest _-20,02941 _28,54394 _4,89525 _-29,98886 _-10,06996 _-4,092 _33 _,000 _ _ From the Paired Sample Test table above, it showed t-test is -4,092 and the t-table with degree of freedom 33 is 2,034 at the level of significance of 5%. It means t-test was higher tah t-table (4,092 > 2,034) and Sig. (2-tailed) is 0,000 was lower than 0,05.

Then, the means differences between pretest and post – test was -20,029 Interpretation of the Data After analysing the result of the data using SPPS version 24, the author got the finding data about students' writing skill scores that before and after taught using

Think-Talk-Write technique. From the diagram 4.1 of writing skill before being taught Think-Talk-Write it shown there were 17 students who can't pass the test and the students who pass the students the test were 17 students. The students who cannot pass the test are same with the students who pass the test.

It is supported by the mean score of pretest is lower than the mean of post – test. It means that the students' writing skill before being taught using Think-Talk-Write is low. From the chart 4.2 It has shown that the students' post – test scores in writing skill of recount text were higher than the students' pretest scores.

The mean f post – test score was 85,53. While the means of pretest score was 65,50. There are 32 students who pass the testand 2 students cannot pass the test. It means students' writing skill increased after being taught using Think-Talk-Write. It is also supported by the data analysis in the table 4.6 that the value of t-score 4,092 which is higher than the value t-table (2,034) at the degree of significance 5% and the significant level of 0,000 is lower than (p<0,005). Testing Hypothesis In this section, the author describes the interpretation of the research finding and summarize the hyposthesis.

The research is held to prove the hypothesis whether the effect of Think-Talk-Write on students' writing skill at the tenth grade of students of SMKN 1 Kediri. In order to prove the research hypothesis, the author writes the Alternative Hypothesis (Ha) and the Null Hypothesis (Ho) as follows: The Null Hypothesis (Ho) : "There is no effectiveness after applying "Think-Talk- Write" technique on students' language features and writing ability in recount text at SMKN 1 Kediri" The Alternative Hypothesis (Ha) : "There is effectiveness after applying "Think-Talk-Write" technique on students' language features in recount text and writing ability in recont text at SMKN 1 Kediri" To prove the hypothesis, the data obtained in pretest and post – test are calcuated by using t-test formula If to > t-table, the Null Hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It is proven that Think-Talk-Write is effective on students' writing skill.

If to < t-table, the Null Hypothesis (Ho) is accepted and the alternative hypothesis was rejected. It is proven that Think-Talk-Write is not effective on students' writing skill. according to the analysis of the results above, there is a significant difference between the pretest and post – test score.

Both of t-test results by using SPSS and manual formula are the same. The rsults show that the post – test score got higher than the pretest score. The results reports that the t-test was higher than t-table (4,092 > 2,034) and P value t-test was lower than 0.05 (0,000 < 0,05) it means Ho was rejected and Ha is accepted.

It can be defined that there was significant effect of Think-Talk-Write on students'writing skill by using Think-Talk-Write gives significant effect on students' writing skill especially in langauge features of the tenth grade students in SMKN 1 Kediri. Discussion Based on the data that has been analysed by using SPSS version 24 above, the purpose of the writer was to find out the answer of the question study were how is the students' writing skill before and after being taught using Think-Talk-Write and the significant effect of Think-Talk-Writeon students' writing skill especially in langauge features at the tenth grade students of SMKN 1 Kediri.

The first finding, shown the result of students' writing skill increased after being taught using Think-Talk-Write. It is proven by the mean of post – test (85,53) is higher than the mean of pretest (65,50). From the data analysis above it can also be conluded that there is no significant correlation between Think-Talk-Write and students' writing skill especially in language features.

This result also supported by previous research conducted by Rozi Stiawan (2017) the result shown of the data analysis of the experimental group and control group figured increasing mean figures of the post-test of experimental group is 70,57 while that in control group is 64,25. There were a differences mean figure 6.32 between experimental group and control group. Think-Talk-Write was helpful and also an effective technique to use in improving writing skill.

The second finding, shown there was very significant effect of using Think-Talk-Writeon students' writing skill to be used in teaching writing. It is proven by the result of t-score (4,092) is higher than t-table in the level of significant of 5% (0,000 < 0,05). This result is in line with previous research conducted by Rizka Indahyanti (2017).

The result could be saw from the progressing means score of pretest (56,27) and post – test (71,56). According to the author's research finding and the data supported above, it can be concluded students' writing skill especially in language features before and after being taught using Think-Talk-Write was increased and also there was significant effect of Think-Talk-Write technique on students' writing skill especially in language features.

CHAPTER V CONCLUSION AND SUGGESTION Conclusion In the previous chapters, the researcher has explained about problem dealing with students' writing skill especially in language features and the writing learning process. In relation to the teaching writing learning process, it is found that the teacher teaches writing in traditional way.

By knowing this phenomenon, the researcher purposes a technique for teaching writing

skill is Think-Talk-Write. Think-Talk-Write include some steps technique that can be repeatly with a variety of curriculum materials and be applied to almost all subject areas, to every grade level, and to any place in lesson.

Think-Talk-Write technique also provides an incentive from students to harness their socializing to academic agenda, to invest the learning of their team mates and to work hard themselves. To prove that Think-Talk-Write has an effect on writing the researcher did an experiment research at tenth grade of SMKN 1 Kediri with pretest and post – test design.

Then the researcher gave pretest is written text with the topic vacation. There were many students got score under KKM, it means that their writing skill was still poor. It was proven from the mean of pretest (65,50). Then, treatment was conducted twice, the post – test was delivered with same written test with different topic that is unforgetful experience, there were many students who got higher score than the score of pretest. It was proven by the mean of post test (85,53).

It is also shows that the score of post-test is higher than the score of pretest. It is indicated the difference of the mean score of pretest (65,50) and post-test (85,53). It means that there was an effect of Think-Talk-Write technique on the students' writing skills, so this technique should be applied in teaching writing.

From the result above, the researcher can be concluded that Think-Talk-Write technique is very helpful in teaching writing and it can increase the students' writing skills. Suggestion Based on the result of the research, the researcher tries to give some suggestios in improving teaching writing in SMKN 1 Kediri for teacher and the students.

For teacher In this part, the researcher suggest the English teacher. The first suggestion is the English teacher should be creative in teaching writing. They should teaching in different way, so the students would not be bored in the class. One of the technique the researcher suggest is Think-Talk-Write. Because it can make the students active and enthusiastic in class.

The second suggest is the teacher should explain the importance and the role of Think-Talk-Write clearly to make the students understand how to implement this technique in relation to writing skill. The last suggestion is the teacher should make sure that they are prepared. Because this technique must prepared well because waste many time. For the students Beside the teacher, the researcher also gives suggestion to the students.

The students should be aware of the benefits of Think-Talk-Write and use the appropriate learning technique, especially in the language features. After knowing the benefits, it is better if the students to participate and be active during the teaching learning process. For the other researcher For further researchers, itis suggest to conduct further researchof "Think-Talk-Write" strategies that applied think-talk-write in small group discussion to find out the effectiveness of this model. Some information and theories provided in this study can be taken to enrich the available references.

Hopefully, the following research can take and add the weaknesess to make this research much better. References : Anderson, Mark and Kathy Anderson. 1997.Text Types in English. New York: Macmillan. Ansari, Bansu Irianto. 2003. Menumbuhkembangkan Kemampuan Pemahaman dan Komunikasi Matematik Siswa SMU Melalui Strategi Think-Talk Write.Yogyakarta: Pustaka Pelajar. Ary, Jacobs et al. 2002.

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