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

A THESIS

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

Arranged by:

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FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH DEPARTMENT
UNIVERSITY OF NUSANTARA PGRI KEDIRI

2020
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Approved by Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 27 July 2020

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State that, this skripsi was never collected to any institute of higher education for academic degree, and this skripsi is totally independent of my work which it never wrote by other people, except deliberate and reference written in this skripsi and mention in bibliography. If someday it is proved that this skripsi as a result of plagiarism, I would be willing to bear all the legal consequances occur.

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MOTTO

"For me it's simple. I am who, I am for better or for worse."

"What you see is what you get."

"Accept me for me, or don't waste my time"

DEDICATION

I dedicated this skripsi for:

- ✓ My parents Suroyo and Jumiasih who always support me in all situation and always help me when I am hopeless and feel tired. Thank you so much for everthings.

- ✓ My beloved lecturer of English Department, thanks for the knowledge, especially Dr.Dewi Kencanawati, M.Pd as my first advisor and Hj. Rika Riwayatiningsih, M.Pd as my second advisor, thank you for helping me to finish this skripsi.

- ✓ To all my beloved friends, thank you for your friendship, and support.

ACKNOWLEDGEMENT

In the name of Allah, the most graciouse and merciful. All the praise to Allah, the lord of the universe has been giving and blessing to researcher until can finished this skripsi with the tittle "THE EFFFECTIVENESS OF USING THINK-TALK-WRITE THROUGH SMALL GROUP DISCUSSION TO TEACH RECOUNT TEXT ON TENTH GRADE STUDENT OF SMKN 1 KEDIRI IN ACADEMIC YEAR 2019/2020".

This skripsi is presented to English Department of Teacher Training Faculty of University of Nusantara PGRI Kediri, as partial fulfilment of the requirment for the degree of S.Pd.

This skripsi is so far being perfect, so, the researcher expects some comments to make it better, this skripsi will never be finished without others people. Therefore, the researcher would like to express the gratitude and appreciation to:

1. Dr. Zainal Afandi, M.Pd. as the rector of University Nusantara PGRI Kediri for giving the researcher permission to write this skripsi.

2. Dr. Mumun Nurmilawati, M.Pd, as the decan of Teacher Training and Education Faculty of University Nusantara PGRI Kediri.

3. Khoiriyah, M.Pd. as the Head of English Department of University Nusantara PGRI Kediri.

4. Dr. Dewi Kencanawati, M.Pd as the first advisor who has given her valuable time to give guidence, suggestion and correction.

5. Hj. Rika Riwayatiningsih,M.Pd as the second advisor who has given her valuable time to give guidence, suggestion and correction.

6. All the lecturers in English Department of University Nusantara PGRI Kediri who taught and educated the researcher during studying at University Nusantara PGRI.

7. Bambang Eko, S.E, M.Pd. As the head master of SMKN 1 Kediri who has permission to conducted research.

8. Yerri Kardiana, S.Pd, M.Pd. as the English Teacher at SMKN 1 Kediri who had allowed me to join her class and take the data.

9. My parents and my brothers that always help me.

10. All my friends that help to take data and support to finished this skripsi.

May Allah bless them all, Amiien. Finally, the researcher realized that there is still many shortage found in this skripsi. Therefore, it is nrcessary for researcher to expect any suggestion as well as criticism for this skripsi. The researcher hopes this skripsi not only useful for the researcher but also the reader and another researcher.

Kediri, 27 July 2020
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ABSTRACK

DHIANAYUPUSPITASARI: THE EFFFECTIVENESS OF USING THINK-TALK-WRITE THROUGH SMALL GROUP DISCUSSION TO TEACH RECOUNT TEXT ON TENTH GRADE STUDENT OF SMKN 1 KEDIRI IN ACADEMIC YEAR 2019/2020

Writing is one of the most important skill besides three other skills in English that is, listening, speaking and reading that have to be mastered by the students. So that, writing is the another way to express minds, ideas, opinions and feelings and communicate beside speak.However, students feel writing is the most difficult skill to be aced. The reason are the students confused to start writing, they also have difficulty in determining ideas in written form. Therefore, the teacher need a new technique to teach writing more interesting. To help the students and the teacher in the writing process, to solve the problems, using Think-Talk-Write asone of the teaching techniques that can be applied in the teaching writing.

The purpose of this study was to find out how effective Think-Talk-Write technique for teaching writing and determine the students result when Think-Talk-Write technique was applied in writing skill to students writing abilities in recount text in the tenth grade students of SMKN 1 Kediri in academic year 2019/2020.

The design of this study was a pre-experimental design and using a quantitative approach. The research sample was class X TITL 1 consisting of 34 students. This research was conducted in three meetings involving pre-test, treatment, and post-test. The researcher used the written test form to write recount text as an instrument to collect data. To analyze the data, the writer applies the writing scoring rubric and uses t-test to find out the results of the study.

The results of this study indicate that teaching and learning using Think-Talk-Write has significant increase 16,70% on students' writing abilities. The results of the pre-test data are 65.50, post-test 85.53 and for the t-test that the t-score (4,092)> t-table as a significant level of 5% (2,034515). It can be concluded that there is significant effect. In other words, Think-Talk-Write technique is effective for teaching writing to senior high school students, especially in finding idea, developing idea.

Keyword : Writing, Think-Talk-Write, Small Group Discussion

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CHAPTER I

INTRODUCTION

A. 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

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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.

B. 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.

D. Formulation of the Problem

Based on the limitation of the problem, the writer decide two research question as follow:

1. 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?

2. 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?

E. Purpose of the Research

According on the research question, the objectives of this research are:

1. 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.

2. 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.

F. Significant of the Research

There is some significant of this research, such as :

1. 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.

2. 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.

3. 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.

G. 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.

1. 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

2. 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.

3. 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.

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