

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of Variables Data

1. Writing skill before and after being 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 unforgettable 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

1) Mean + 0.5 (standard deviation) B (Good) = 75 - 85

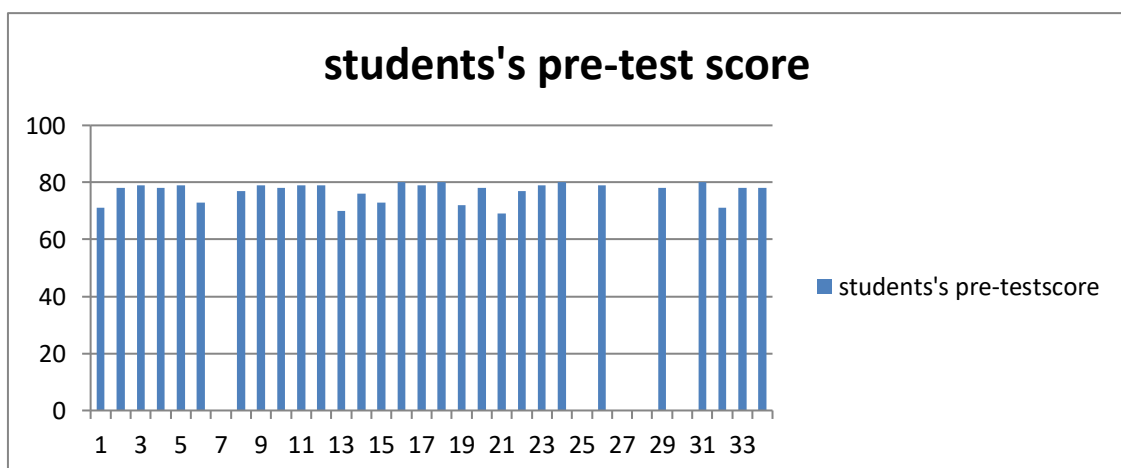
- 2) Mean – 0.5 (Standard deviation) C (Enough) = 65 - 74
- 3) Mean – 1.5 (standard deviation) D (Poor) = 54 – 64
- 4) Less than calculating the value D – E (Very Poor) = <54

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.

a) Student pre-test score

Diagram 4.1

Student's Pre-test Score



From the diagram 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.

b) 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

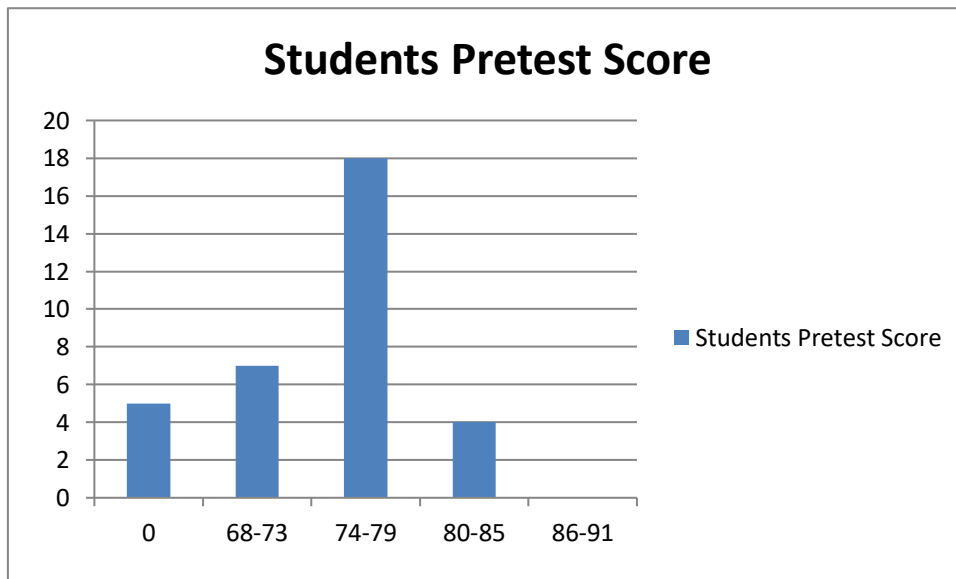
The score frequency of Pre-test

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 diagram below.

Table 4.2

The diagram frequency of Pre-test



From the diagram 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.

a. **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 laguange 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 laguange 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.

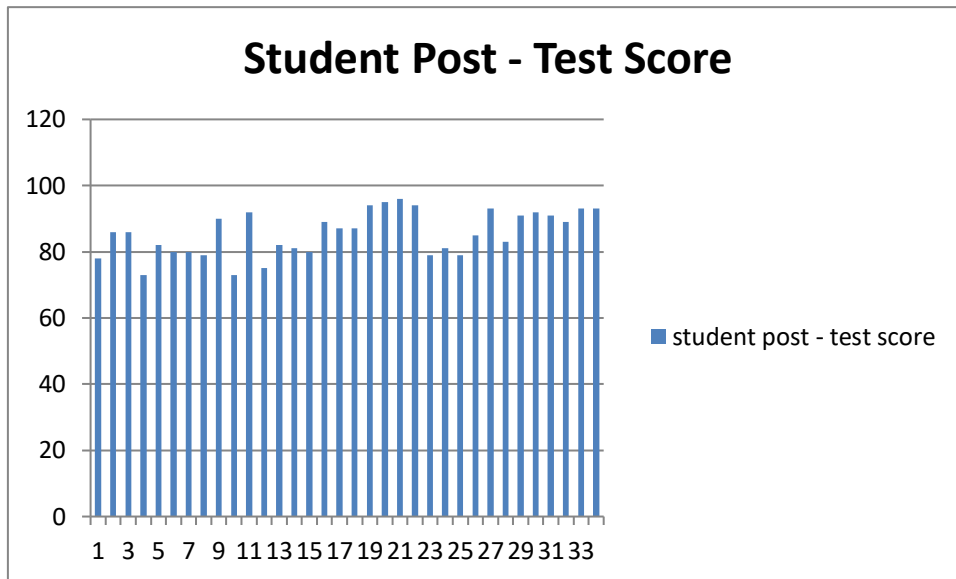
2. Writing skill after being taught using Think-Talk-Write

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.

a) Students post-test score

Diagram 4.1

Student Post – Test Score



From the diagram scoring of post-test above, it can be seen that there was interesting score from the students after being taught using Think-Talk-Write only two student who couldn't pass the KKM.

b) Data Frequency of Post-Test

The score frequency of post-test can be seen in the following table

Diagram 4.2

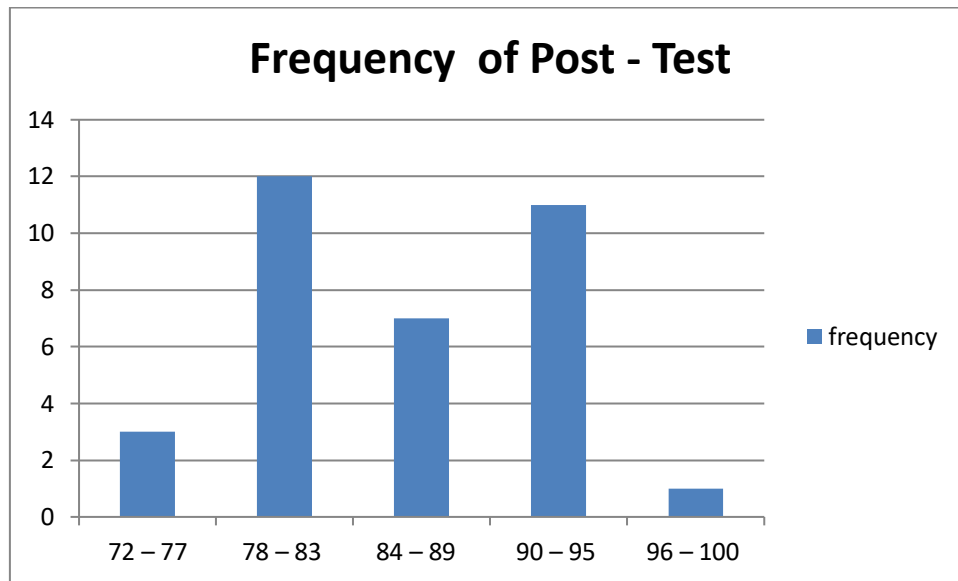
The Score Frequency of Post – Test

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.

Diagram 4.3

Diagram score Frequency of Post – Test



From the diagram 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 – 89 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.

B. Data Analysis

1. 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 correction 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.

2. 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.

a) Mean

Table 4.4

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.

b) Correlation

Table 4.5

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.

c) T-test

Table 4.6

The T – score of Pretest and Post – test

Paired Sample Test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					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 than 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

3. Interpretation of the Data

After analysing the result of the data using SPSS 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 12 students who can't pass the test and the students who pass the students the test were 20 students. The students who cannot pass the test are lower than 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 diagram 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 of post – test score was 85,53. While the means of pretest score was 65,50. There are 32 students who pass the test and 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 ($p < 0,005$).

C. Testing Hypothesis

In this section, the author describes the interpretation of the research finding and summarize the hypothesis. 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:

1. 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”
2. The Alternative Hypothesis (Ha) : “There is effectiveness after applying “Think-Talk-Write” technique on students' language features in recount text and writing ability in recount text at SMKN 1 Kediri”

To prove the hypothesis, the data obtained in pretest and post – test are calculated by using t-test formula

1. If $t_o > t\text{-table}$, 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.
2. If $t_o < t\text{-table}$, 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 results 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 language features of the tenth grade students in SMKN 1 Kediri.

D. 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-Write on students' writing skill especially in language 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 concluded 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-Write on 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 mean 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.