THE USE OF THINK TALK WRITE STRATEGY IN TEACHING WRITING AT THE ELEVENTH GRADE STUDENTS OF SMAN 7 KEDIRI IN ACADEMIC YEAR 2019/2020 SKRIPSI Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana Degree of Education (S. Pd) of English Language Education Department By: VIRA DITA UTARI NPM 16.1.01.08.0002 FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF NUSANTARA PGRI KEDIRI UN PGRI KEDIRI 2020 ABSTRACT VIRA DITA UTARI: The Use of Think Talk Write Strategy in Teaching Writing at The Eleventh Grade Students of SMAN 7 Kediri in Academic Year 2019/2020, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2020.

Keywords: Teaching Writing, Think Talk Write Strategy, Writing Ability This research to motivate the students' writing ability of XI MIPA 2 at SMAN 7 Kediri who got difficulties in delivering their ideas, making sentences that are not structured and ungrammatical in written language. This was evident from the low students' writing ability, consequently, the activeness and students learning outcomes also become low.

Teaching was an activity that helps the students to make them more understand exactly in writing. To build the teaching-learning process effectively, the teacher should find a suitable teaching strategy. There were many strategies to solve those problems, one of them was cooperative learning.

Think Talk Write strategy was a kind of cooperative learning approach that was used to help the students organized their ideas before they were expected to write. The research used experimental research and quantitative approach. The subject of this research was the eleventh-grade students of XI MIPA 2 at SMAN 7 Kediri. This class consists of 36 students. The students were given pre-test, treatment, and post-test. The treatment was

done in two weeks, using the test as the instrument.

The kind of test was writing test. The data result was gotten from students' scores of pre-test and post-test that were analyzed using the t-test formula. The conclusions were (1) the students' writing ability was improved after the researcher applied the treatment. It was proven from the score of the t-test (12,39) was higher than the score of t-table (2,030) at a significant level of 5%.

(2) Through the use of Think Talk Write strategy, a significant effect on students' writing ability can be found. It can be seen from the improvement of the students' writing ability in expressing their idea, students' activeness, and the progression of students' writing ability in arranging a text in a structured way.

Based on the conclusion, it was shown that the main purpose of using the Think Talk Write strategy is to develop the students' writing ability. Therefore, the teacher as the learning implementer should choose the right strategy to be applied to improve students' writing ability.

CHAPTER I INTRODUCTION In this chapter, the researcher will discuss a) background of the research, b) identification of the problem, c) limitation of the problem, d) research problem, e) purpose of the research, f) significance of the research, and g) definition of key terms.

Background of The Research Writing is one of the skills in language learning. It is as a media of communication that aims to express an idea or thought in written language. Several experts have opinions about it. One of them is explained by Kane (1988:19) who state that sometimes we write to express something about our feeling and we have experienced about ourselves.

Inline Nunan (2003: 88) also said that writing is a process from finding idea until writing them to be a good paragraph. It means that writing is a process of communication about ideas and feelings in the form of a text. Based on the reason above, writing to be an important skill in English language learning.

In the learning process, students must be competent in expressing idea in the form of a text. It is written clearly in the standard content of Permendikbud 2016 Number 21 that students of Senior High School should competent in arranging a spoken and written text rather long by using text structure and language features accurately and acceptable. Conversely, most of the students feel that learning writing is difficult.

Based on the researcher's experience during observing the process of teaching and learning English in Senior High School in SMAN 7 Kediri, the researcher found the students still have some problems especially from eleventh-grade students in learning writing. It's such as students difficult to express their idea. They were still confused about what they will write, so they feel it was very difficult for them. Then, the students create a text ungrammatically.

The students only translate the language from their first language into English by word-for-word. Moreover, students lack a social life with their friends. They are more likely to be individuals in the class. According to the available fact, the teacher should find a kind of teaching strategy effectively. There are several strategies to solve those problems mentioned above, one of them is the Think Talk Write strategy.

Think Talk Write strategy is one of the cooperative learning strategies that can facilitate the students in the process of writing. Huinker and Laughlin (in Setiawan et al.: 2018) were introduce this strategy, which was built through thinking, speaking, and writing. It was strengthened by Belangi (2019) who said that this strategy can active and effective learning before the students write a product.

It is also supported by some previous researches that the Think Talk Write strategy is appropriate in teaching writing. First, the research from Belangi (2019) entitled "The Effect of Think-Talk-Write (T-T-W) Strategy on Students' Writing Descriptive Text Ability (A Quasi-experimental Study at the Seventh Grade of SMPN 87 in Academic Year 2018/2019)" stated that an effect is found on the use of Think Talk Write strategy on students' writing ability of descriptive text. This was evidenced by the result of p-value or sig (2-tailed)= 0.003 which is lower than the significance level sig a= 0.05.

The statistical result indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. Suminar & Putri (2015) wrote in their research entitled "The Effectiveness of TTW (ThinkTalk-Write) Strategy in Teaching Writing Descriptive Text", the implementation of the Think Talk Write strategy had a positive impact.

It can be seen from the result score of the pre-test, the score of post-test control, and experimental class was different. The score of the pre-test, post-test in experimental class was higher than the score of pre-test, post-test in control class, so the result showed that this strategy has a positive effect. Therefore, the hypothesis alternative (Ha) in this research was accepted.

The last is research from Indahyanti (2017) by the title "Think Talk Write Strategy toward Students' Writing Ability" also showed that students' writing ability was increased by using Think Talk Write strategy in the process of writing. It showed that the null hypothesis (H1) was accepted and, of course, the alternative hypothesis (H0) was rejected.

From several previous kinds of research mentioned above, it can be concluded that the Think Talk Write strategy is appropriate in the teaching-learning process. It has a significant impact on each learning. Those previous researches are related to this research but as far as the researcher's observation the thing that distinguishes previous researches with this research lies in the kind of text, populations, and the purpose to increase students' writing ability in developing an idea.

Based on the background of the research, the researcher wants to do experimental research entitled "The Use of Think Talk Write Strategy in Teaching Writing at The Eleventh Grade Students of SMAN 7 Kediri in Academic Year 2019/2020". Identification of The Problem Senior High School students are expected to be able to arrange a spoken and written text rather long by using text structure and language features accurately and acceptable. However, the facts that exist in the true condition there were still many students who have difficulty in creating a text.

Most of them have difficulty in expressing ideas as the material to be developed into their writing product. Therefore, it will affect the process of arranging their writing. They will have difficulty in creating text grammatically. Besides those problems, most Senior High School students in this era are more likely to be individuals.

They know their classmates only by their names, they don't know the character of each friend. In this case, the teacher should choose the teaching strategy effectively. Thre are many strategies in the teaching-learning process, exactly in teaching writing, one of them is the Think Talk Write strategy. Think Talk Write strategy is expected to solve those problems that have been mentioned. Think activity, students are expected to be able to express their ideas easily.

Likewise, with the existence of Talk, which can be done by having a discussion, it is expected that students will get to know each other. And the last is the Write activity, this activity students are expected to be able to write their idea in the form of a text grammatically. Limitation of The Problem The researcher should limit the problems into a specific one.

The problem-focused on improving students' writing ability in creating procedure text about food and drink. A hard ability in expressing an idea in the written form exactly at eleventh-grade students of SMAN 7 Kediri is the main problem in this research. Teachers as the education implementer should select the right strategy in teaching writing to increase students' writing ability.

The use of the Think Talk Writes strategy in teaching writing is a way to solve the problem. After applying this strategy, students are expected to be able to create a text by using text structure and language features accurately and acceptable. Research Question Knowing the problems that have clarified above, the researcher sets a research question, they are: How are the students writing ability before and after being taught using the Think Talk Write strategy at the eleventh-grade student of SMAN 7 Kediri? How are the effects of using the Think Talk Write strategy in teaching writing at the eleventh-grade students of SMAN 7 Kediri? The Objective of The Research According to the research question above, it can be formulated the main purposes of this research are: To know the students writing ability before and after being taught using the Think Talk Write strategy at the eleventh-grade student of SMAN 7 Kediri. To describe the effects of using the Think Talk Write strategy in teaching writing at the eleventh-grade student of SMAN 7 Kediri.

Significance of The Research Considering the purpose of the research, this research is

supposed to provide significance such as: Theoretical significance The researcher hopes that the Think Talk Write strategy can be a reference to formulate the learning outcomes, choose suitable material in teaching writing, and provide experience about teaching writing an interesting way.

Practical significance In practical significance, the researcher expects that this research can be useful for teachers, the students, and also other researchers. For the teachers The researcher hopes this research can be a reference for the teacher to improve and innovate their teaching strategy, exactly in teaching writing to create the teaching-learning process more interesting.

For the students The researcher wishes this research can make students can write a text systematically and they will be more motivated in learning writing, so they can improve their writing ability easily. For the other researcher The researcher does hope the result of this research can be a reference if they want to do the same research about teaching writing using Think-Talk-Write strategy. Definition of Key Term There are some terms used in this research.

Some definitions of terms are clarified as follow: Writing Writing is a form of communication in written language. It enables people to express their ideas and feelings beyond direct moments in distant places and times. Sometimes people still get difficulty expressing their idea. They are getting stuck in the middle of the writing process. So they will confuse and can't make a good writing product.

Teaching Writing Teaching writing is an activity to guide students to make them can arranging a written text. The role of the teacher here as a facilitator which help students in completing learning. To realize this, the teacher needs a clear strategy in the teaching process to make students more active and enjoy in learning writing.

Think Talk Write strategy is one strategy that can be used in teaching writing. Think-Talk-Write strategy Think-Talk-Write is a cooperative strategy that can be facilities the students in writing which have three processes, they are thinking, talk or discussion, and write is a process making outcome of discussion in the written form.

CHAPTER II REVIEW OF RELATED LITERATURE In this chapter, the researcher is willing to explain the ways how to teach writing using the Think Talk Write strategy by digging various theories and some previous researches. Theoretical Review In this subchapter, the researcher describe theories about teaching writing using the Think Talk Write strategy include writing, teaching writing, and Think Talk Write strategy. Writing Definition of Writing The process of expressing an idea or feeling in the form of a text is called writing.

When the students are creating a text, they should make the same perception between the writer and the reader, so they will now each other what the writer means and avoid misunderstanding. Writing is a the important skills that should be taught to Indonesian students, exactly to Senior High School students. As Harmer (2004: 31) said "Writing (as one of four skills of listening, speaking, reading, and writing) has formed part of the syllabus in the teaching of English".

Moreover, writing is one way to express an idea or feeling in the form of a text. Inline Nawawi (2011) also stated that writing regarded as a productive skill it aims at assisting students in expressing their idea written. Based on those explanations it can be concluded that writing is a productive skill as one way to express an idea or feeling in written form.

Process of Writing Expressing an idea or feeling in written form is not easy. It needs some stages to be followed to help the students convey their idea correctly and truly in good and interesting writing. Nevertheless, there are opinions from some experts about the stages of writing.

Riwayatiningsih (2015) said there are four stages of writing, namely prewriting, drafting, revising, and editing. According to Harmer (2004: 5), the stages of writing are planning, drafting, editing, and final draft. It will be described as follow: Planning The first step is called planning.

In this step, the writers are starting to choose the topic and make a plan about what they are going to write. It can be done by making a simple outline. Drafting The next step is drafting. The writers make a rough draft using the simple outline as a guide. The writer shouldn't pay attention to the grammar, spelling, or punctuation. The writer only creates ideas quickly and write it on the paper.

In this step, the writer will see many error sentences. Editing In this step, the writers polish what they have written to see wheater it is worked or not. Possibly there are errors gramMatical, unclear information, and ambiguous sentences, etc., it is supported

by Riwayatiningsih (2015) who states that in the editing process the writer should check the sentences to make sure that their written product is grammatically correct. The writers can revise it into a good paragraph until the writer feels satisfied. Final draft And the final step is the final draft.

In this step, the written product look different from the first draft, because some part in the editing process has been revised. In this step, the writer is already to send the written product to its aimed audience. Based on that description, it can be summarized that if the writers want to have good writing, they should pay attention to the four stages in writing, they are planning where the writers collect the ideas and then drafting, the writers do free writing without thinking about grammar, spelling, and punctuation, and the next step is editing, the writers must revise their rough draft into a good text, and the last step is the final draft, the written product is all ready to send to its aimed audience.

Teaching Writing Definition According to Brown (2000: 7), teaching is an action which help someone to learn how to do something, causing to know or understand. It means that teaching is an activity the helps someone to make them more understand exactly in writing. Furthermore, teaching writing is an activity which is the teacher guides the student to understand the way how to express ideas in the form of a text.

Nunan (2003: 89) states that teaching writing began to take hold in the classroom, the instruction began to include the entire process, not just a product. It is means in the process of teaching writing, the teacher is an instructor and obliged to help students who have difficulty in the writing process. In Senior High School, teaching writing has a specific objective. It is written clearly in standard content in Permendikbud 2016 No.

21 that students of Senior High School should be able to "menyusun teks lisan dan tulis, agak panjang dengan menggunakan struktur teks dan unsur kebahasaan secara akurat dan berterima." It means that students should have the creativity and be able to create a written product by knowing the generic structure also the language features of the genre of the text. Principles of Teaching Writing When teaching writing, teachers should focus on he several principles of writing.

Nunan (2003: 92) mention some principles of teaching writing as follow: Understand the student's reasons for writing. Before starting the learning process, it is very important to understand and make the same perceptions between student goals and school goals. In this case, the goal is to avoid dissatisfaction in writing instructions. Provide many opportunities for students to write.

Students will be able to master writing skills with lost of training. Writing is a part of physical activity and this requires a lot of practice. The teacher must familiarize students with writing because it is highly recommended to build students' abilities. The teacher must evaluate the lesson plan so that students have time to write.

When writing exercises are integrated regularly into the learning plan, students will become more comfortable with the act of writing. Make feedback helpful and meaningful. Students want feedback or comment from the teacher in their writing. But that does not always have the desired effect, so the teacher when gives feedback to students.

Make sure the student is embarrassed by the symbol or vocabulary the teacher intends. Clarify for the teacher, and students, how student writing will be evaluated. Students often feel that the teacher's evaluation of their writing is entirely subjective. One way against those feeling is to have such measurements for what the writing produced by students.

it might be creativity, or originality of ideas, particular written format, grammatical accuracy, spelling, and punctuation. The Role of Teacher The teacher's role in the teaching-learning process is very important. Based on Harmer (2002: 261) in learning writing can be done as a motivator, resource, and feedback provider. First, the teacher as a motivator.

It means that teachers can make students like and interested in writing activities by giving support, encouraging students to be motivated to do useful activities, and making students always try to express their ideas in written form. Second, the teacher can be a resource for the students. In this case, the teacher should be ready to be an informant for the students.

Because writing is a difficult activity than speaking, so teachers and students usually need a discussion in a writing activity. It can be done by giving advice and suggestion by the teacher to the students. And the last teacher should be willing to be a provider of feedback for students. Giving feedback is one of the activities that require special care.

When students create a written product, an spirit, support, and positive responses need to be given by the teacher to the students. Ideally, the teacher is a multi-talent person for the students. They should be ready when students feel difficult in learning writing that requires a long time. The teacher should be ready to motivate, provide information, and provide feedback to students in the process of writing to make students proficient in learning writing. Cooperative Language Learning Cooperative learning is a strategy

that supports students in working jointly.

That is stated clearly by Yamin & Ansari (2008: 74) that cooperative learning prioritizes cooperation among students to achieve learning goals. Inline Fauziati (2014) said cooperative Language Learning (Coop. LL) is part of a more general instructional approach known as Collaborative Learning. It means that cooperative learning supports the student to help others in the learning process. Thus will make students have a high responsibility.

Cooperative learning has 2 core principles which are important to be applied. According to Anderson (2019), two main principles that should be implemented when the students work in the group. The first principle is positive interdependence. In this part all members of the group should work in a team, this is not for competition. And the second principle is individual accountability.in this part, each student should have a chance to deliver their idea in their group, because the success of the group is based on the contribution from each member.

In sum up, forming a group or team will make it easier for students to achieve their goals by contributing to each other according to the strengths and weaknesses of each member of the group or team. Each member of the group must have good communication with members in the group because good communication can affect the results of achieving group goals.

Think Talk Write Strategy The Nature of Think Talk Write Strategy Before implementing this strategy to teach writing, the researcher should introduce what does Think Talk Write strategy mean. Think Talk Write strategy is one of the cooperative learning strategies. The presence of Think Talk Write as a cooperative learning strategy will support the student to help others in the learning process.

Thus will make students have a high responsibility. Think Talk Write is a strategy introduced by Huinker and Laughlin (in Wiyaka & Ansori: 2013), this strategy basically built through thinking, speaking, and writing. To support that statement Suminar & Putri (2015) stated Think Talk Write is a strategy which facilitate the students to practice together in making writing product.

Based on that explanation, it can be concluded that Think Talk Write is a cooperative learning strategy that has 3 processes. The first is Think can be done by reading activity. The students can make a note as the result of their reading process. And then Talk is a process of discussing. In this step, the students will share their ideas with the group. And the last is Write, the students make a result through written form.

Steps of Think Talk Write Strategy To make the learning process successful, the teacher should understand the steps to implement the Think Talk Write strategy in teaching writing. It has several steps that are easy to be followed. According to Yamin and Ansari (in Wiyaka & Ansori: 2013) the steps are: Students find the problems by reading a text or observing a picture (Think), ten make a note the problems that were found. For example, students are asked to read a short dialogue about lunch in the restaurant.

Then the teacher asked them to make notes about what are the menus are ordered and asked to write the ingredient to make it. The students make a group to do interact and collaborate with their group to solve the problems (Talk). In this activity, the students explain ideas using theor own words.

For example, after the students make a not about the menus and their ingredients, they share with their group about the information they have obtained from reading short dialogue. They also discuss the steps on how to make it. The students write the result from discussion in the form of a text (Write). After discussing, the students create a text, for example, create procedure text individually.

In the final activity, the students was helped by the teacher to make conclusion about the material that have learned and shared. The presentative students presented their work. Advantages of Think Talk Write Strategy Think Talk Write strategy has many advantages to teach writing. According to Huinker & Laughlin (in Subkhan: 2016) have stated the advantages of the Think Talk Write strategy are: Allow students to interact and collaborate to talk about their little notes with other members of their group. Students engage directly in learning so motivated to learn. This strategy centered on students.

Besides, the other advantages make the students have the motivation to think, participate in the learning process, communicate clearly, train the students to write the result of discussion through writing grammatically. Review of Related Research There are some previous studies that support the Think Talk Write strategy is appropriate to teach writing in this research.

First, the research from Belangi (2019) entitled "The Effect of Think-Talk-Write (T-T-W) Strategy on Students' Writing Descriptive Text Ability (A Quasi-experimental Study at the Seventh Grade of SMPN 87 in Academic Year 2018/2019)" stated that an effect is found on the use of Think Talk Write strategy on students' writing ability of descriptive text. This was evidenced by the result of p-value or sig (2-tailed)= 0.003 which is lower than the significance level sig a= 0.05.

The statistical result indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. Suminar & Putri (2015) wrote in their research entitled "The Effectiveness of TTW (ThinkTalk-Write) Strategy in Teaching Writing Descriptive Text", the implementation of the Think Talk Write strategy had a positive impact.

It can be seen from the result in the research score pre-test, post-test control, and experimental class different. Score pre-test, post-test in experimental class > score of pre-test, posttest in control class, so the result showed that this research has a positive influence. Therefore, the hypothesis alternative (Ha) in this research was accepted.

The last is research from Indahyanti (2017) by the title "Think Talk Write Strategy toward Students' Writing Ability" also showed that the implementation of the Think Talk Write strategy significantly improves students' writing ability. It indicated that the null hypothesis (H1) was accepted and, of course, the alternative hypothesis (H0) was rejected.

From several previous kinds of research mentioned above, it can be concluded that Think Talk Write strategy is an appropriate strategy in the teaching-learning process. It has a significant impact on each learning. Those previous researches are related to this research but as far as the researcher's observation the thing that distinguishes previous researches with this research lies in the kind of text, populations, and the purpose to increase students' writing ability in developing the idea.

The Rationale of the Research Writing is an activity to express an idea or feeling in the written language. Difficulty in expressing ideas is one of the main problems faced by students, so they assume that writing is an activity that is difficult to be mastered. Besides that, students also have some problems related to writing activities at school. They are lack of grammatical rules.

They arrange a sentence ungrammatically because they translate the vocabularies one by one into the English language. Then, students are not accustomed to interacting with classmates. They prefer individual life in class than sharing. Think Talk Write strategy is a kind of cooperative strategy that can be used by the teacher in teaching writing.

Students' writing ability can be increased by this strategy. The students are divided into some groups in this activity, they will share their idea with other friends in the group to discuss the problem faces in learning writing before they write the product. This strategy is an appropriate strategy to improve students' writing ability, exactly in expressing the idea in the written form.

In the application of the Think Talk Write strategy in teaching writing especially in the first step namely Think will be able to help students stimulate thinking activities before solving the problems. Often we know students' complaints about difficulties in communicating their ideas to solve problems encountered during the learning process.

With the second step of the Think Talk Write strategy that is Talk, the students can solve the problem faced by doing discussion with their friends in the group. Besides being able to discuss, with this step students can interact and socialize with each of their friends so that they will feel the need for each other and not feel like they are living individually again in class. The last step of the Think Talk Write strategy is Write.

In this step, students can write the result of their discussion. By writing can help the teacher to realize one of the educational goals, namely students' understanding of the material that they are learned. Besides that, by writing the teacher can control the students' mistakes during the process of creating a writing product, so the teacher can give feedback on their writing. In conclusion, the researcher can assume that teachers can implement this strategy.

Furthermore, Think Talk Write is an effective strategy to teach writing, because this strategy centered on students, it can make students more active, provide students to do discussion whit their friends, so it helps the students increase their writing ability based on their problems, especially on expressing the idea in teaching writing.

Hypothesis Based on the rationale of the research above, the researcher sets the hypothesis, they are: The Nul Hypothesis (H0) Think Talk Write strategy doesn't have an effect to teach writing at the eleventh-grade students of SMAN 7 Kediri. The Alternative Hypothesis (Ha) Think Talk Write strategy has an effect to teach writing at the eleventh-grade students of SMAN 7 Kediri.

CHAPTER III RESEARCH METHOD In this chapter, the researcher explains how this research was conducted. Some points that are explained including; a) identification of the research variable, b) technique and approach of the research, c) place and time of the research, d) population and sample, e) instrument of the research and technique of collecting data, f) technique of analyzing the data.

Identification of Research variable In research, the variable is an important thing that should be understood by researchers. According to Creswell (2009: 50), variable to be an attribute which is important and should be observed when someone does research. In this case, there are two kinds of variables, namely the independent and dependent the variable.

These are the following explanation: Independent Variable Ideally, the independent variable influenced another variable. It can be said that it is a treatment or a manipulated variable. In this part, the independent variable was Think Talk Write strategy. Think Talk Write strategy is an independent variable because it affected another variable.

Dependent Variable Whereas, the dependent variable is influenced by the independent variable. It can be called the result of the impact of the independent variable. The dependent variable of this research was teaching writing. In this case, teaching writing was influenced by Think Talk Write strategy as an independent variable. Approach and Technique of the Research The Approach of the Research Concerning this research, the researcher used quantitative research because the researcher wanted to present the result of this research in the form of numbers based on the research questions.

This statement is in line with Ary, Jacobs, and Sorenson (2010: 22), quantitative research is going to respond to the research question or hypothesis into numeric data. The Technique of the Research Experimental research is the research technique chosen in this research because the researcher wanted to identify the students' writing ability before and after being taught using Think Talk Write strategy.

As Ary, Jacobs, and Sorenson (2010: 26) said, experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. In other words, besides requiring the outcome, the researcher also wanted to see the effect of the application of Think Talk Write strategy as an independent variable to dependent variable namely teaching writing.

Place and Time of the Research Place of the Research This research was conducted at SMAN 7 Kediri which is located at Jalan Penanggungan, 04, Bandar Lor, Kec. Mojoroto,

Kediri, East Java. The researcher took this school to carried out her research because she did an internship program at this school. During this time, the researcher did observation and she found that there were still many students who had problems in learning writing.

The students feel hard to convey their idea in the written language. At that time, the researcher did her research at XI MIPA 2 by using Think Talk Write strategy. Time of the Research The researcher conducted this research when she internship program. It is started from July up to December 2019. This chart described as follow: Table 3.1 Time of The Research No _Activity _Jul. _Aug. _Sept. _Oct. _Nov. _Des.

_ _1 _Designing the research _ _ _ _ _ _ _ _2 _Arranging instrument _ _ _ _ _ _ _ _3 _Collecting the data: Pretests Treatment Postest _ _ _ _ _ _ _ _4 _Analyzing data _ _ _ _ _ _ _ _5 _Writing the report _ _ _ _ _ _ _ _The schedule of the research was presented in the chart above. It was started from July to December. In each month, some activities that were done by the researcher. In July, she started to design the research.

In this month, the researcher prepared for doing the research. She outlined the planing of her research, and show it to her advisor before being implemented in the real research. in this time, the researcher shared her ideas and wrote it into chapter 1, chapter 2, and chapter 3.

If the advisor received all chapters, the researcher could continue her research by making the research instrument. In the next month, that is August, the researcher arranged the research instrument. It is an important thing to finished the research. in choosing the instrument. The researcher should pay attention clearly to the type of research and the related theories to determine the instrument.

In this research, the researcher used the writing test. There are two kinds of tests, namely pre-test, and post-test, and the form of each test was essay. The students were asked to create a procedure text. Besides, the researcher should make sure that the instrument is acceptable to use. Then in September, the researcher started to collect the data in SMAN & Kediri. It was done in two weeks and it included a pre-test, treatment, and post-test.

A pre-test and first treatment were given by the researcher in the first week. Then, for next week the researcher gave the last treatment and a post-test to the students. After giving a post-test, the researcher calculated the result of the test in two months, they are October and November.

It was finished in a long time because the researcher wanted to find the result score accurately and appropriately. Here, the researcher calculated the data such as mean, frequency, and difference of students' pre-test scores and students' post-test scores. And the last, the conclusion should be written by the researcher. It told about the summary of the contents of the entire research.

in this part, the researcher also wrote a suggestion about the difficulties that come to this research. Population and Sample Population The total number of the research subject was called the population. According to Ary et al. (2010: 148), a population is a large group about which the generalization of the sample is made.

In other words, the largest part of the sample can be referred to as a population. Meanwhile, the population of this research was all of the students in the eleventh-grade students of SMA Negeri 7 Kediri. In this school the eleventh-grade students are divided into eleven classes, 7 classes of science, they are XI-MIPA 1, XI-MIPA 2, XI-MIPA 3, XI-MIPA 4, XI-MIPA 4, XI-MIPA 5, XI-MIPA 6, and, XI-MIPA 7, then 5 classes of society, namely XI-IPS 1, XI-IPS 2, XI-IPS 3, XI-IPS 4, and XI-IPS 5. In each class consist of 35-36 students.

Sample Opposite to the population, the sample as a representative group that has been observed. Based on the explanation from Ary at al. (2010: 148), the sample is a portion of a population. It can be said sample is the small group of the students that will be evaluated. In this part, the researcher chose only one group as a sample of this research that was the eleventh-grade students of XI MIPA 2 which consist of 36 students, containing 12 boys and 24 girls. Because most students face some problems in writing, so the researcher took this class as the research sample.

Besides, four types of sampling techniques in the data collection process that are often used in educational research are also explained by Ary at al. (2010: 150) they are simply random, stratified sampling, cluster sampling, and systematic sampling. In this part, the researcher used cluster sampling, because the researcher felt difficult in assessing students' writing ability of all the eleventh-grade students at SMAN 7 Kediri. It is in line with Ary at al.

(2010:154) who stated that from that type is very difficult to list all the members of a target population and select the sample from among them. To make the researcher easier to evaluate students' writing ability, so the researcher decided to use cluster sampling. Research Instrument and Technique of Collecting Data Instrument Development According to the research questions, the instrument is an essential thing for collecting the data. In this research, a test has used by the researcher to find the data

about the students' writing ability before and after being implemented a treatment.

According to Ary et al. (2010: 201), the test is one of the tools to measure the students' ability which is taken from the score. In this section, the type of the instrument was the writing test. The researcher instructed the students to create procedure text on a certain topic. This test was twice, those are pre-test and post-test.

The researcher used an writing test in the pre-test and post-test because she wanted to measure the students' writing ability before and after being taught using the treatment. The Procedure for Collecting Data For collecting the data, the researcher used a test. There are two types of the test was used, those are pre-test and post-test. To see the effect of Think Talk Write strategy the researcher used the pre-test and post-test.

The explanation of those techniques are: Pre-test The pre-test was given for the experimental class before the treatment begin. The prior students' writing ability was shown by this test. Here, the researcher asked the students wrote a procedure text before doing the treatment. In this section, the researcher asked the students to write a procedure text about how to make their favorite junk food.

The topic was limited by the researcher to help the students more focus on developing their ideas. The researcher delivered a piece of pre-test form to do the pre-test. Then the researcher evaluated the score based on the writing scoring rubric after they finished doing the pre-test. The scoring rubric included generic structure, developing idea, accuracy, and mechanic.

Treatment The researcher gave the treatment after finishing the pre-test by applying Think Talk Write strategy. This strategy was given two meetings in teaching writing. For the first, the researcher entered the class as a teacher to give a treatment for the students. She introduced herself, then asked the students' condition, checked the students' attendance, and told the objective of the study.

Next, she gave some guiding questions about how to make something, such as "Do you have a favorite food?", "What are the ingredients for making your favorite food?" "And how do you make it?". It is expected to hold the students' earlier knowledge connected to the topic. In the main activity, the researcher showed a picture of a food, that is fried rice and the students were asked some questions related to the picture.

The students do the first step of writing namely planning using those questions. Then, the researcher explained Think Talk Write, after that the researcher showed an example of developing sentences and organizing them into a paragraph using words from doing

the planning. During the teaching process, a procedure text as the teaching material was used by the researcher.

She explained the definition, social function, generic structure, also language features. After that, the researcher divided the students into nine groups which consist of 3-4 students. Students doing discussion, in Think Talk Write strategy called Talk activity. They make a rough draft in a group based on the topic was given before.

In the close activity, the representative of each group aked to publish their product and discussed it with all students. In the second treatment, the role of the researcher is still as a teacher, and she gave the second treatment. The researcher entered the class, greeted the students, then asked the students' condition, checked the attendance of the students, and told the objective of the study. The students are invited by the researcher to review the previous material and it was related to their knowledge in the first treatment.

In the main activity, first, the students are asked about their favorite drink to think about the topic that will be developed into the paragraph. Next, the researcher showed a picture of avocado juice and asked the students to think about the picture. Then, the students are asked to come to their previous group in the first treatment, then make a rough draft based on their ideas which arose from their mind connected to the picture. After that, the researcher asked each student to exchange the result of their work with a groupmate to be corrected.

After finishing correcting their friends' work, each student returned their friends' work to the owner, then they do editing their work which has corrected. And finally, they make a final draft individually. Post-test After the treatment, the researcher gave the post-test. The kind of post-test related to the pre-test, the students were asked to create procedure text-based about how to make their favorite food based on the main ingredient that was showed by the researcher.

The researcher instructed the students to do the post-test by looking at their experience in doing a task during the treatment given. The result of this test showed the effect of Think Talk Write strategy on students' writing ability after getting the treatment. The Technique of Data Analysis Kinds of Analysis The researcher shows the technique of data analysis which has three stages, they are explained as follow: Preparation In this section, there are some steps included. First, the researcher checked the test papers whether is complete or not. Then, the researcher checked the data completeness.

And the last, the researcher checked that there is a test paper that is not answered or

not. The researcher did checking to make it easier for her in tabulating the students' scores. Tabulation The steps included are giving score in the test paper, shorting the test paper according to the absent number to make it easier for the researcher enters the score, and converting the kinds of data that are appropriate with the analysis technique chosen.

Applications the data based on the approach In this research, the T-test is used by the researcher to analyze the data. After gathering the data, namely about writing tests, the researcher processed the data using a statistical formula. The formula according to Ary (2010: 177) as below: ??= ?? ?? 2 (??) 2 ?? ?? ??-1 t : t score D : Mean from the difference between pretest and post-test.

?d2 : different score squared, then summed (?d)2 : difference scores summed then squared N : Total of the sample. Hypothesis If t-test > t-table, significant standard 1%, so it is very significant, Ho is rejected and Ha is accepted. If t-test > t-table, significant standard 5%, so it is significant, Ho is rejected and Ha is accepted.

If t-test (t-table, significant standard 5%, so it is significant, Ho is accepted and Ha is rejected.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION In this chapter, the researcher writes the findings and discussion of this research. There are four sub-chapter to be explained, namely description of variable data, data analysis, testing of hypothesis, discussion.

Description of Variable Data In this research, there are two kinds of the variable that was observed, namely the independent variable and dependent variable. The students' writing ability before being taught using Tink Talk Write strategy To know the students' writing ability before being taught using Think Talk Write strategy, the researcher used a pre-test. This pre-test was conducted on September 5th, 2019 which was attended by 36 Students of XI MIPA 2 of SMAN 7 Kediri.

In this pre-test, the researcher asked the students to create a procedure text, but they didn't create it, because they had difficulty expressing the idea in written form, so it influenced the students' score. The students' pre-test score was low, and it was summarized by the researcher in the form of a value frequency table. Indahyanti (2017) classified the score into five categories, namely very good, good, average, poor, and very poor.

The researcher explained the frequency and the percentage of students pre-test score in the following table: Table 4.1 Students Frequency and Percentage of Pre-test Score Classification _Score _Frequency _Percentage _ _Very good _86-100 _0 _0 _ _Good _71-85 _6 _17 _ _Average _56-70 _23 _64 _ _Poor _41-55 _7 _19 _ _Very Poor _0-40 _0 _0 _ _Total _36 _100 _ _ Besides, the researcher also illustrated the frequency of students' pre-test scores in the following diagram to make the reader easier to understand the result. Here is the diagram. Diagram 4.1

Frequency of Students' Pre-Test Score The frequency table and diagram above showed the students' score before the researcher implemented the treatment. At this time, the standard score of English Language lesson was 85, it means that if the students get the score above 85, then their score is high and they passed the test, and if the students' scores under 85, it means their score still low.

From the frequency table and diagram above, the score of the pre-test described there is no or 0% student got a very poor and very good score, it meant there were no students get the lowest score and highest score. There were 6 or 17% of students who got a good score, it meant that 6 students can create a text and almost the aspects of writing could be accepted.

There were 23 or 64% of students who got an average score, it meant that most of the

students can create a text but not all the aspects of writing could be accepted. And then 7 or 19% of students got a poor score, it meant 7 students can create a text but almost the aspects of writing couldn't be accepted. It can be concluded that most of the students' writing scores are still low.

The students' writing ability after being taught using Think Talk Write strategy This post-test was held on the 26th of September, 2019. The form of the post-test is the same as the test given at the pre-test. The researcher gave the students a post-test to know the improvement of students' writing ability in creating procedure text after the treatment in two meetings was conducted by the researcher. After implementing the treatment, the students' score in the post-test was increased.

The progression of students' score of writing ability was evidenced by the table frequency of post-test score bellow: Table 4.2 Students Frequency and Percentage of Post-test Score Classification _Score _Frequency _Percentage _ _Very good _86-100 _18 _50 _ _Good _71-85 _17 _47 _ _Average _56-70 _1 _3 _ _Poor _41-55 _0 _0 _ _Very Poor _0-40 _0 _0 _ _Total _36 _100 _ _ According to the data, the researcher explained there is 0 or (0%) student got a very poor and poor score, it meant there were no students no student got the lowest and poor score, there was 1 (3%) student got an average score, 17 (47%) students got a good score, and 18 (50%) students got a very good score. It can be seen that the students' scores in the post-test increased.

To sum up, Think Talk Write strategy was appropriate because the students' writing ability has improved after Think Talk Write strategy was applied in teaching. To make the reader easier to understand the result, the researcher also wrote it in the diagram below: Diagram 4.2 Frequency of Students' Pre-test Score From the diagram above, it can be seen most of the students got a score in good and very good criteria.

It meant The use of Think Talk Write strategy gave a significant influence on students' writing ability which has increased. From two diagrams which showed above, the differences between the frequency of students' pre-test and post-test score can be summarized into the following diagram: Diagram 4.3

The Difference between Students' Frequency of Pre-test and Post-test Score The Analysis of Data In this part, the researcher explained the procedure of data analysis, the result of data analysis, and interpretation of the result of the data analysis. The Procedure of Data Analysis This section was proposed to answer the problem formulations in this research.

There were two formulations of the problems, they are: How is the students' writing

ability before and after being taught using Think Talk Write strategy at the eleventh-grade students of SMAN 7 Kediri? How were the effects of using Think Talk Write strategy in teaching writing at the eleventh-grade student of SMAN 7 Kediri? To answer, the researcher collected the data from the pre-test and post-test. Then, she processed the data using a T-test.

The researcher used this form because she wanted to show the data in the form of numeric using statistical formula. The Result of Data Analysis Before the researcher process the data in the T-test form, she should calculate some points to find the result of data. Mean The first procedure done by the researcher is finding the mean from the difference between pretest and post-test (D).

The researcher calculated the mean difference from pre-test and post-test by dividing the total score with the total sample. Here is the following formula: The mean score of pre-test ??= ?? ?? ??= 2375 36 ??=65,97 The mean score of post-test ??= ?? ?? ??= 3125 36 ??=86,8 From the tabulation of mean, the result of students' mean scores between pretest and post-test can be summarized in the following table: Table 4.3

The Mean Score and Standard Deviation of The Students' Pre-Test and Post-Test Score _Pre-test _Post-test _ _Mean score _65,97 _86,8 _ _Standard Deviation _9,244 _7,186 _ _ After seeing the table above, the result of the students' mean score in the post-test was higher than the students' mean score in the pre-test. It was proven that the mean score of the post-test was 86,8 with the standard deviation of 7,186 then the mean score of the pre-test was 65,97 with the standard deviation 9,244. It can be said that the mean score of the post-test was better than the mean score of the pre-test.

Automatically the students' writing ability improved. Mean Difference Then, the researcher calculated the mean difference score of the pre-test and post-test. This is the following form: ??= ?? ?? ??= 750 36 ??=20,83 It can be seen the result of the mean difference (D) was 20,83. T-test After the mean is known the researcher analyzed the result using t-test, it is intended to determine the result of t-table are significant or not.

The researcher calculated the t-test with the formula as bellow: ??= ?? ??- (??) 2 ?? ?? ??-1 ??= 20,83 19.200- (750) 2 36 36 36-1 ??= 20,83 19.200- 562.500 36 36 35 ??= 20,83 19.200-15.625 1.260 ??= 20,83 3.575 1.260 ??= 20,83 2,837 ??= 20,83 1,68 ??=12,39 From the calculation above, it was found that the T-score is 12,39.

Interpretation The Result of The Data Analysis Based on the result of data analysis, the researcher found the data by comparing the students' writing ability before and after being taught using Think Talk Write strategy. Commonly, in the pre-test, the students

had a good ability in creating text based on the developing idea. But some of them have difficulty in the mechanic. They face it when they asked to make a procedure text. This is proven from the value of their pre-test.

From the total score of all categories in the scoring rubric of writing, the lowest total score is in the category of the mechanic. (See appendix 9). Meanwhile, when the students finished the post-test, their score was increased for each category, they are arranging text based on the generic structure, developing idea, accuracy, also the mechanic. It was seen from the total score that is written clearly in that category.

(See Appendix 10) Testing of Hypothesis Connected to the data that have been explored above and the hypothesis, the researcher summarized that Think Talk Write strategy was an appropriate strategy in teaching writing at the eleventh-grade students of SMAN 7 Kediri in the academic year 2019/2020. This is evident from the difference between the total scores of pre-test, that was 2375, and the total scores of the post-test, that was 3125 (See Appendix 9 & 10).

It was automatically the students' score increased. According to the data analysis above, the T-score was 12,39 found by the researcher. After that, the researcher compared the t-score to T-table. The researcher used the level of significance (1% and 5%) to establish if the null hypothesis was accepted or rejected.

And the result of the comparison between t-score and t-table were illustrated in the table as follow: Table 4.4 Comparison Between T-score And T-table d.f (n-1) _T-score _T-table (1%) _T-table (5%) _Hypothesis _ _ _ _ _ _Ha _Ho _ _35 _12,39 _2,723 _2,030 _Very Significant (Accepted) _Rejected _ _Related to the analysisof data, the data found that the T-score was 12,39 at the degree of freedom 36 and the T-table was 2,030 at the level of significance 5%, 2,723 at the level of significance 1%. It was evaluated to the T-table, the T-score (12,39) ? t-table at the level of significance 5% (2,030) or very significant 1% (2,723).

From that calculation, the Null Hypothesis was rejected and the Alternative Hypothesis was accepted. Discussion In this section, the researcher discussed the result of this research from the finding which analyzed above. First, the result according to the research question. It was about the students' writing ability before and after being taught using Think Talk Write strategy.

The research discussed the result based on the students' score of pre-test and post-test. The result of the students' mean score of pre-test (65,97) was lower than the students' mean score of post-test (86,8). It because in the pre-test the researcher not applied yet

the treatment, then after applying the treatment, the students' scores in the post-test increased because the researcher already to apply the treatment. It can be said that the important effect was provided by using of Think Talk Write in teaching writing.

Then, the researcher analyzed the result related to the hypothesis. There are two kinds of hypotheses in this research, they are the null hypothesis (Ho) and the alternative hypothesis (Ha). The null hypothesis indicated there is no effect of using Think Talk Write strategy in teaching writing than the alternative hypothesis meant there is an effect of using Think Talk Write strategy in teaching writing. the researcher got the result from the comparison of t-test and t-table.

It showed that the result of the t-test (12,39) was higher than the score of t-table (2,030) in the level significance 5% and the degree of freedom (df) was 35. It can be concluded that Ha was received than Ho was refused, so it assumed there was a significant influence of using Think Talk Write strategy in teaching writing. This research finding was supported by some previous researches that Think Talk Write strategy provided essential influence in teaching writing.

First, the research from Belangi (2019) entitled "The Effect of Think-Talk-Write (T-T-W) Strategy on Students' Writing Descriptive Text Ability (A Quasi-experimental Study at the Seventh Grade of SMPN 87 in Academic Year 2018/2019)" stated that an effect is found on the use of Think Talk Write strategy on students' writing ability of descriptive text. This was evidenced by the result of p-value or sig (2-tailed)= 0.003 which is lower than the significance level sig a= 0.05.

The statistical result indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. Second, research from Suminar & Putri (2015), they wrote in their research entitled "The Effectiveness of TTW (ThinkTalk-Write) Strategy in Teaching Writing Descriptive Text", the implementation of the Think Talk Write strategy had a positive impact.

It can be seen from the result in the research score pre-test, post-test control, and experimental class different. Score pre-test, post-test in experimental class > score of pre-test, posttest in control class, so the result showed that this research has a positive influence. Therefore, the hypothesis alternative (Ha) in this research was accepted.

The last is research from Indahyanti (2017) by the title "Think Talk Write Strategy toward Students' Writing Ability" also showed that the implementation of the Think Talk Write strategy significantly improves students' writing ability. It indicated that the null hypothesis (H1) was accepted and, of course, the alternative hypothesis (H0) was

rejected.

From several previous types of researches mentioned above, it can be concluded that Think Talk Write strategy is a suitable strategy. Moreover, this strategy can be a reference for the teachers when they teach in the class. The result of this research is improving students writing ability especially in the category of developing ideas in creating procedure text.

Although Think Talk Write strategy can improve students' writing skills, starting from the generic structure, developing the idea, and accuracy, this strategy still has flaws in improving students' ability in the mechanic category. Students are not accustomed to writing using mechanics correctly, they only write what was on their mind without regard to writing mechanics.

The researcher also limited this research using procedure text, so for the future researchers, they can conduct the research to improving students writing ability especially in writing mechanic, and they can conduct the research on the different kinds of text or the same kinds of text, but in the different population.

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION In this chapter, the researcher talks about the conclusion, implication, and suggestion based on the finding and discussion in the previous chapter.

Conclusion The students of XI MIPA 2 at SMAN 7 Kediri got difficulties in writing ability especially in delivering their ideas and making sentences that are not structured and ungrammatically in written language. To solve the problems, the teacher should use a suitable teaching strategy. The are many strategies to solve those problems, one of them is Think Talk Write (TTW) strategy.

It is a kind of cooperative learning strategy that can be used to help the students to organize their ideas before writing their product. The students' writing ability improved after the researcher applied the treatment. The students could arrange paragraph in structured way and develop their ideas clearly.

It was proven from the score of t-test (12,39) is higher than the score of t-table (2,030) in the level significance 5%. Furthermore, Think Talk Write strategy has a significant effect on teaching writing. This can be seen from each activity that existed in Think Talk Write strategy. For example in Think activity, the students' ability in expressing their idea increased.

Then, in Talk activity, the activeness of students during the process of learning writing also increased. Before Think Talk Write strategy was implemented, students seemed to be passive and afraid to ask questions or express their ideas, but after the researcher implemented treatment the students became enthusiastic about expressing opinions and asking questions. It is proven when students present their work in front of all students.

Besides, it also affected students' social interaction. By discussing, this matter can make students often do social interaction with their friends. And the last in write activity, the students be able to write a text in a structured way. They also could express their idea in the written form, and they could create a text grammatically.

From the foregoing, it can be concluded that Think Talk Write strategy has good effects on students writing ability. Implication The finding of the research explained clearly that the result of using Think Talk Write strategy gave essential influence in students' writing ability. This strategy can improve students' writing ability. Think Talk Write strategy helped the students in arranging the generic structure of the text become a good paragraph.

Besides, their grammatical rules also increased. They could creat sentences grammatically after being taught using Think Talk Write strategy. On the other hand, there was a category of writing assessment that had not been reached to the maximum, namely mechanics in the writing process. The categories can be developed continuously in teaching writing by increasing the practice and evaluation of deficiencies in that strategy.

Suggestion According to the research finding, the researcher has some suggestions that are provided for the teachers, the students, and the next researchers. For the teacher The teacher should understand well about this strategy, start from the concept of the strategy, how to apply the strategy, as well as the strengths and weaknesses of the strategy. So the teacher can make an interesting learning atmosphere and students can follow the learning process according to the instructions.

Besides, the teacher can use this strategy to train students in writing a text using mechanic clearly. For the next researcher For next researchers who use this strategy as a research reference with the different samples or materials, they should understand deeply about this strategy and the impact that will emerge in the use of this strategy.

Because this strategy in this research still had weaknesses in improving mechanic of writing, so for the future researcher can do research which focuses on the improvement of writing mechanic. Besides, this research only focus on the Senior High sschool students, so for the future researcher can apply this strategy in other grade of students.

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