INTEGRATING THINK TALK WRITE STRATEGY AND PICTURE SERIES TO IMPROVE STUDENTS' WRITING ABILITY IN RECOUNT TEXT

(A Thesis)

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the Requirement for S-2 Degree

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ABSTRACT

**INTEGRATING THINK TALK WRITE STRATEGY AND PICTURE SERIES TO
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The objectives of this research were to investigate the difference between students' writing ability by using think talk write strategy and think talk write strategy picture series and to find out which aspect of students' writing ability in recount the most improve after they have been taught by using think talk write strategy and picture series. This research was conducted at SMP Negeri 2 Banjit. There were 60 students as the sample of this research. The data were collected using a writing test (pretest and posttest). Independent Group t-test and One Way ANOVA were used to analyze the data. The analysis showed that the students in think talk write strategy and picture series group got a higher mean score than the students in think talk write strategy group. The use of think talk write strategy and picture series was applicable to increase students' writing ability. The result showed that the highest score of students' writing in recount text of the pre-test in control class is 76.50 and the highest score in experimental class is 70.00 and post-test in control class is 75.00 and the highest score in experimental class is 80.50. It means that the students' writing ability in recount text of post-test in experimental class is higher than in control class. The highest improvement of writing aspect in control class was content that improves significantly as the value of sig. (2-tailed) is 0.001. Meanwhile in experimental class, content, organization, and vocabulary are the aspects of writing that improve significantly since the values of sig. (2-tailed) are 0.000. It can be concluded that the think talk write strategy and picture series can be applied in teaching writing to make the teaching and learning process more interesting. It can be used to improve students writing ability significantly, especially in content, organization, and vocabulary.

Keywords: Writing, *think talk write strategy, picture series*, *content, organization, and vocabulary.*

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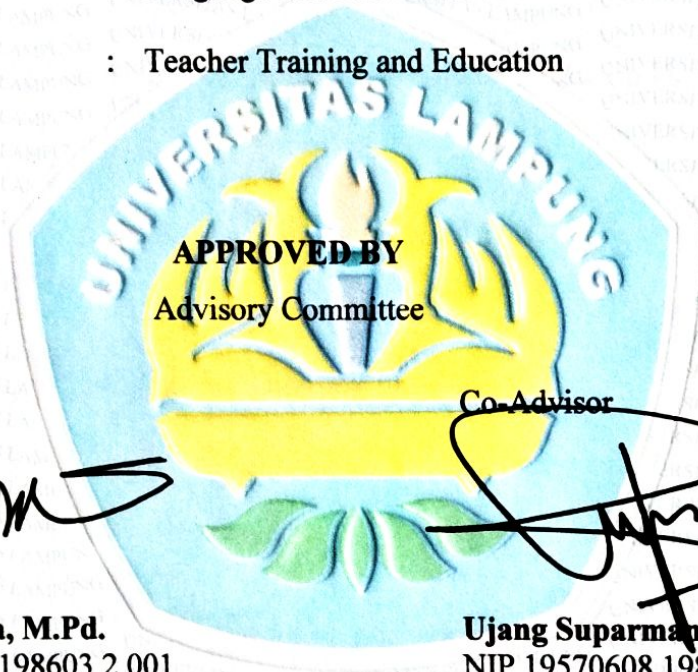
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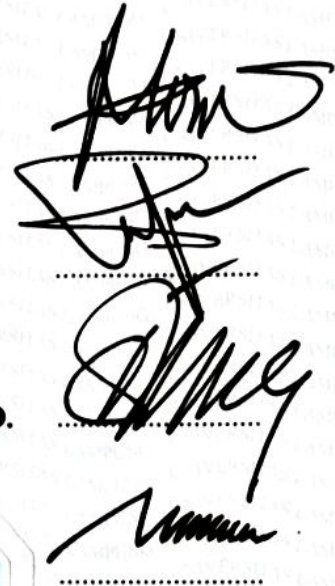
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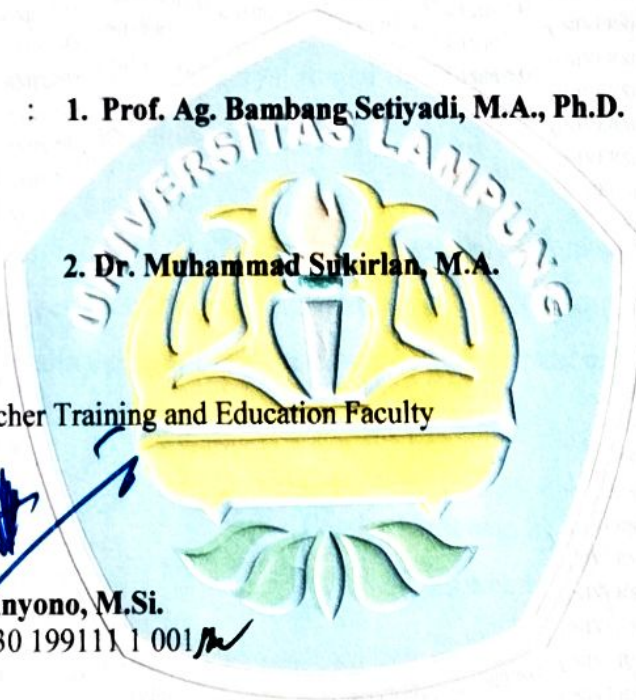   **Prof. Dr. Sunyono, M.Si.**
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1. Thesis dengan judul "Integrating Think Talk Write Strategy and Picture Series to Improve Students' Writing Ability in Recount Text" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.

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Yang membuat pernyataan,

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CURRICULUM VITAE

Ni Luh Putriani was born in Bali Sadhar Utara, on February 20th 1996. She is the oldest daughter of one brother and one sister from Mr. Wayan Jatha, S.Pd., and Mrs.Nyoman Jathi. She has one brother, Putu Selamet and one sister, Ni Komang Sawitri.

She began her study at SD Negeri 3 Bali Sadhar Utara, Way Kanan. After she graduated from elementary school in 2008, she continued her study at SMP Negeri 2 Banjit and graduated in 2011. Then, she continued her study at SMA Negeri 1 Bukit Kemuning. She graduated in 2014. Furthermore, in 2014 she was accepted as a student of the English Education Study program of STKIP PGRI Bandar Lampung. She obtained a bachelor degree in 2018. Then, she extended her study to Master in English Education Study Program, University of Lampung in 2020.

DEDICATION

The writer dedicates this work to:

1. Her beloved Parents – Wayan Jatha and Nyoman Jathi

2. Her Brother – Putu Selamet

3. Her Sister – Ni Komang Sawitri

3. Her Almamater – University of Lampung

4. Her Friends in Master of English Education Study Program

5. English Teachers

MOTTO

Om anobadrah kratavoyantu visvatah

Let the noble thoughts come from all sides

(Yayur Weda XXV.4)

ACKNOWLEDGEMENTS

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, January 27th 2023

The Writer

Ni Luh Putriani
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I.   INTRODUCTION

This chapter begins with the background that elaborates the problem and judgment as the appropriate reason in conducting this research. The research question, objectives, and uses are also presented in this chapter. In the end of this chapter, the scope and definitions of terms are explained by the researcher

1.1 Background of problem

Language consists of four kinds of skills, they are, listening, reading, writing, and speaking. Listening and reading referred to as receptive skills. While speaking and writing referred to as productive skill.

Writing is one of the language skills that is possessed by human being to produce and share their ideas, opinions and feelings into the writing. It is also very important for education in completing their assignments like the report, proposal and scientific writing.

In writing the students should be encouraged to express their ideas, experience, thought and feeling into the paper that has been arranged into sentences or paragraph that have meaning. According to Tribble (1996:3), writing is language skill which is difficult to acquire. It means that writing is one of way in transferring the message or information from the writer to the reader. But, is not easy because the writer who writes on paper should be understood by other people. Reader should know what the writer means in his or her writing. It is also supported by Murcia (2001:207) "...it is via writing that a person can communicate a variety of massage to a close or distant, known and unknown reader or readers".

With regard to the above statement, in fact, the students get some difficulties in expressing their ideas into the written form. The students' difficulties in expressing their ideas into a piece of writing are caused by their low ability in developing their ideas and organizing their ideas into a good paragraph.

Students know or have the ideas what they are going to write but they do not know how to put them into words. The students cannot build a good sentence and express their ideas in written form although they might know what would be written. They still could not understand or create a although the teacher had explained it.

With regard to the above statement, in fact, the students in Indonesia also have low capability of writing in English. This statement is supported by some studies. Rianto (2010:51-52) who indicated that students had some difficulties in writing class, such as to choose the appropriate words to make a sentence, develop the sentence becomes a paragraph, and elaborate their ideas well. The students also were not able to compose in a well-organized composition and made it in a poor language use. Richards and Renandya (2002:303), adds that the difficulty of writing lies not only in generating and organizing the ideas, but also in translating ideas into a readable text.

In this case, this is not only about the weakness of students or not about their mistakes, but teachers also have the important position as educator in writing process. One of the good away of teacher to make the students enjoy or writing a sentence or simple text.

Based on the issues above, the researcher offers think talk write strategy with a proper to help students improving their writing. According to Huinker and

Laughin (1996:82),"the think, talk, write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. According to Huinker and Laughlin in Zulkarnaini, 2011:4) this technique offers the students an opportunity to do some meaningful activities. Suyatno (2009:66) states "Think-Talk-Write is starting with thinking through reading, the result of reading is communicated through presentation, discussion, then making note about the result of discussion". It encourages students to write their knowledge and create a comfortable learning atmosphere for the students both with high and low skill. According to Hamdayama (2014) when, students work in groups they are usually less focused in the material that is done, usually active only a few students only. Also, that sometimes they are easy to lose the ability and confidence, because dominated by affluent students. So, the researcher will use interactive media in teaching learning process. It encourages students to share their knowledge and create a comfortable learning. There are a lot of types of picture that can be used as an aid in teaching writing, such as single picture, picture series, diagrams, tables, maps, and charts (Raimes, 1983:28). For example, picture series can help the students generate ideas and media to stimulate and encourage the students.

Evidently, many studies involving Think-Talk-Write strategy (TTW) research have been conducted and shown that this practice is effective to increase the quality of students' writing. A study conducted by Dhamayanti (2013), showed that Think-Talk-Write technique can improve students' writing ability in recount text. Another study was conducted by Sofiyanti (2012), this study applied quantitative research by using narrative text in order to know the students'

improvement on students' writing through Think-Talk-Write technique at the Eight Grade of SMP Kalinyamatan Jepara. The finding of her study reveals that Think-Talk-Write technique can improve students' writing narrative text.

The next research was conducted by Rachmawati (2013). The study is entitled The Use of Think-Talk-Write Strategy to Improve Students Ability in Writing Recount Text (A Classroom Action Research of the Eight Grade Students of SMP N 3 Cilacap in the Academic Year 2013/2014)". She used the action research. She gave TTW strategy for her students in the classroom. From her study, the result showed that post-test score was better than pre-test score. It could be seen from the pre-test score was 47.03 and the post-test score was 81.13. The difference between pre-test and post-test was 34.11. There was a significant increasing of the score result.

Based on the explanation above, researcher hope that the problem could be solved by integrating think talk write strategy and picture series. As This strategy could attract the students' interest to write actively. The student get opportunity to give their own opinion towards a problem finish by the group assignment, it could influence students' ability, students' motivation and students' learning activities. This is also the reason why the researcher chose this strategy to help students in writing.

1.2 Research Questions

In line with the background of the study, the writer formulates the research question as follows:

1. Is there any significant difference between students' writing in recount text after being taught by think talk write strategy and picture series?

2. Which aspect of students' writing ability in recount the most improved after they have been taught by using think talk write strategy and picture series?

1.3 The objectives

The objective of this research :

1. To find out the significant difference between students' writing ability in recount text after being taught by integrating think talk write strategy and picture series.

2. To find out which aspect of students' writing ability in recount the most improve after they have been taught by using think talk write strategy and picture series.

1.4 Uses of the research

This researcher hoped that the research of the integrating think talk write strategy and picture series is able to improve students' writing in recount text was be beneficial for researcher, teacher and students. This study was expected to give some benefits as follows:

1. Theoretically

The findings of the study gave information of a new knowledge about the integrating think talk write strategy and picture series able to improve students' writing in recount text.

2. Practically :

a. For students:

The application of think talk write strategy and picture series made students interested in teaching learning process. Moreover, it helps them improve their skill in writing recount text.

b. For English teachers:

The study was hoped to give information about the appropriate method to improve the teaching learning.

c. For the researcher:

The result of the study answered the curiosity about integrating think talk write strategy and picture series able to improve students' writing in recount text.

d. Pedagogically

The result of the study gave information of knowledge about an alternative teaching method that can be used for improving the students' in writing recount text.

1.5 **Scope of the Research**

This research used quantitative approach. It would be focused to investigate and find out whether there is a significant improvement in students' creative writing in recount text after integrating think talk write strategy and picture series. The subject of this research is the students in the eighth grade at SMPN 2 Banjit. The type of text which used in this research recount text. This type of text is chosen since it includes in the English syllabus for eighth grade of junior high school.

1.6 Definition of Terms

Some terms defined in order to give basic understanding of the related variables and concept. These are stated below:

1. Writing is a way to produce and share their ideas, opinions and feelings into the writing.

2. Think talk write strategy is a technique offers the students an opportunity to do some meaningful activities

3. Picture series is an interactive media in teaching learning process.

4. Recount text is a text that retells the past event.

Shortly, this chapter has explained the introduction including background, research questions, objectives, uses, scope and definitions of terms. It will be continued by the literature reviews in the next chapter.

II. LITERATURE REVIEW

This chapter deals with concept of writing, types of writing text, picture series, concept of think talk write strategy, theoretical assumption, and hypotheses.

2.1. Concept of Writing

Writing is one language skills that should be learnt by a learner. Sarwono (2013:62) argue that writing is one of the most important skills in learning a language besides listening, reading, and speaking. Writing is one of language skills when inform the writer's idea in the written form. It means that writing is a process who people write to often heavily influenced by the constraints of genres, and these elements have to be present in learning activities. In writing the students should be encouraged to express their ideas, experience, thought and feeling into the paper that has been arranged into sentences or paragraph that have meaning.

Brown (2001) states that, writing is a thinking process, meaning writing is creating new ideas. Where everything that knowledge and information convey through writing. In this case writing is a process of thinking because the author needs to sort the appropriate words to be able to write.

According to Oshima and Hogue (2006:265), writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step; you polish your rough draft by editing it and making revisions.

According to Nura (2003: 71) says that writing is an activity. Writing is not merely symbol spoken language. Writing is a persons' way to express him/herself and to adapt with the society. Through writing, readers will understand the writers' way of thinking. It means that writing can be a reflection of the writers' mind.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

There are some problems of writing According to Msanjila (2005:18), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

In addition, according to Jacobs et al (1981), there are five aspects of writing. They are:
1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

4. Language Uses/Grammar refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics includes spelling, punctuation, and citation of references, neatness and appearance.

Based on the explanation above, it can be known that before writing a paragraph or a text, students need to generate a certain process. Process of thinking is needed because before writing a text, the students need to gather ideas to write good stories or texts. As the name suggests, the composition of a written text is not only a collection of symbols, letters or sentences. It has meaning and context. It has to fulfill the criteria of good writings. It must be cohesive, coherent, and meaningful written texts. For that reasons writing is dealing with stages of writing.

Farmer (1993: 13) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, and (4) revising. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. Organizing includes making a draft and arranging the ideas into hierarchical order. Writing is the main activity.

It is done to develop the draft into a good composition of writing. The last is revising which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (1986: 3) states that there are three steps in writing, those are: (1) pre-writing, (2) writing a first draft, and (3) revising or post-writing. It means that these three steps are almost the same as the above opinion. Pre-writing is the preparation of writing, writing a first draft can be the same as organizing and writing, and revising or post-writing is the last step. So, revising or post-writing is the product which will be consumed by the readers.

Process of writing added a valuable new dimension to language classroom. It also attracts criticism. One such criticism is that the process approach confines children largely to descriptive forms and that this represents a serious limitation on their ability to master text types such as report, exposition, and arguments which are essential for academic success at school and beyond.

2.2 Types of Writing Text

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative.

2.2.1 Recount text

1. Definition of Recount text

There are many kinds of writing text. Such as recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text.

According to Hyland (2009:87), recount is telling what happened. It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc. According to Wardiman (2005:115), recount Text is used to tell past events, such as holiday experience, accidents, and activity report. It seems similar with anecdote, but anecdote is used to tell events that are funny and entertaining. Meanwhile, Knapp and Knapp (2005:223), recount text is the simple text type which tells sequence of events with generic structure such as orientation, events and reorientation. Indeed, it is impossible to tell a story unless we show characters set up in a particular time and place. It means that recount is genre of text that explores the informative fact for the past experiences.

According to Corbett and Julia (2011:49), recount Text is one of the easier non-fiction types which focus on telling what happened.

According to Saragih (2014), recount text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past32. It means that beside retells about events or experiences in the past, the recount also has the function to entertain people in order to interest when read the story.

Anderson and Anderson (1997:50), recount is a piece of text that retells past events, usually in the order in which they happened; it could be speaking or writing. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

The Social Function of Recount Text

Recount text has some social functions, which are: to retell something happened, recount retells past event. Recount text begins by telling the reader who was involved, what happened, where this even took place and when it happened. To inform something to the readers, it informs to the reader about what happened, where this even took place and when it happened. To entertain, sometimes, recount retells a funny experience. It has a function to entertain the reader.

Hartono (2005:6-9), gives clear description about schematic structures and language features of a recount:

Schematic structure of recount text is as follows:

(1) Orientation: provide the setting and introduces participants.

(2) Events: tell what happened, in what sequence

(3) Re – orientation: optional – closure of events

Language features of recount text are as follows:

(1) Focus on individual participant

(2) Use of past tense to indicate the events in the past time.

(3) Focus on temporal sequence of events.

(4) Use material and action clause.

The type of recount text

1. Personal recount text

2. Factual recount text

3. Imaginative recount text

From the explanation above it can be stated that recount text deals with series of events that retell about something happened in the past. It is needed to be taught to

grade VIII students of Junior High School because it is one of the requirements in the curriculum. At this level, students are expected to be able to write a text in the form of recount. However, students often face difficulties in writing carrying out the task.

2.3 Picture series

Visual media were used in teaching and learning process as the tools to improve students' ability in learning English. Visual media have a contribution to help students comprehending the explanation from the teacher easily. The visual media are used by the teacher can be in many forms: videos, slides, pictures or illustrations. In this case, the researcher decided to choose picture series as the media.

Picture series can be used to create many interesting activities especially in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures which tell story and ask the students to write story based on the pictures. The last by giving the students picture series as the writing task will stimulate them to be creative writers. Based on Wright (1989:17), there are some ways in using pictures in writing. Those are:

1. Pictures can motivate the students and make him or her want to pay attention and want to take part.

2. To create a context within which his/her response will have meaning.

3. To provide the students with information to use in controlled practice work. Pictures showing objects, actions, events and relationships can

cue answer to questions, substitutions and sentence completions.

4. To sponsor, stimulate and possibly to guide written description, narrations and journals.

5. To sponsor, stimulate and offer information free writing.

According to Nyoman S.Degeng (2001), picture series are used to help students to understand and comprehend something clearly and easily.

Accoding to Joklova (2009:19), picture is used in a more meaningful and 'real-life-communicative' way than being just displayed for students to say what they can actually see.

Furthermore, picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et al. (2005:9) who suggests that the use of picture series will make the students interested in writing English. Furthermore, Wright (1989:2) also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus.

In this research, the researcher will use of picture series. The sequences of picture show several actions is called picture series. Picture series consist of three or more pictures. It helps the students to developing ideas to write a text. According to Wright (1989:201), sequences of picture can be kept as they are and used to contextualize a story or a description of a process. According to Yunus (1981), a picture series is a number of related composite pictures

linked to form a series of sequences. Hence states that its main function is to tell a story or sequence of events."

2.4 Think Talk Write

Definition of Think Talk Write strategy

Think Talk Write (TTW) is a strategy that facilitates the practice verbally speaks and writes the language fluently. The first strategy was introduced by Huinker and Laughlin (1996: 82) is based on the understanding that learning is a social behavior. Think Talk Write is a learning that begins with thinking through reading material (listening, critiquing, and alternative solutions); the results of reading communicated through the presentation, discussion, and then make a report based on the results of presentation.

Think Talk Write is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149), Think Talk Write is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another member in a group.

2.4.1 Steps of Think Talk Write strategy

Think Talk Write is an innovative strategy that should be applied in teaching and learning process. Based on Huinker and Laughlin (2015: 82), The Think Talk Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. When assigned a writing task, students are often expected to begin writing immediately.

The talk phase of the Think Talk Write strategy allows for exploratory talk "the process of learning without the answers fully intact". The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking, and sharing ideas with one another, to writing. This strategy seems to be particularly effective when students, working in heterogeneous groups of two to six students, are asked to explain, summarize, or reflect. From the definition above, there are three steps of Think Talk Write as follows:

1. Think

   The first step of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2. Talk

   In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another student listens and respond the ideas. After finished, students conclude the result of the discussion in group.

3. Write

   After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas ands the conclusion from the previous steps just help them to complete sentences into text.

2.4.2 The Advantages and Disadvantages of TTW strategy

According to Asnita as cited in Hamdayama (2012, p. 222), there are some advantages and disadvantages from this strategy, as follows:

a. Advantages

1. The advantages of Think-Talk-Write strategy is to sharpen the entire visual thinking skills.

2. Develop a meaningful solution in order to understand the teaching materials.

3. Can develop critical and creative thinking skills of students.

4. By interact and discuss with the group will engage students actively in learning.

5. Allowing the students to think and communicate with friends, teachers and even with themselves.

b. Disadvantages

This learning model is less successful in large class say the majority of time lost due assist students in finding solutions to problems or to find theories related to students' worksheets.

2.5 Design teaching learning process by using think talk write strategy and picture series

The steps of learning in the Think Talk Write strategy combined picture series are as follows:

1. The teacher shows the picture series to the students

2. The Students observe the picture and make notes individually small (think). Each student in group describe about the picture with individually, what they think about the picture. This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.

3. Students interact with group mates to discuss the contents of the notes (talk). The teacher acts as a mediator in the learning environment.

4. Students construct their own knowledge gained from the results of the discussion (write).

5. The teacher asks representatives from one of the groups to present the results of their group discussions.

In regard to the steps mentioned above, the researcher believes that it can help the teacher and the students active and the learning process becomes enjoyable in delivering and accepting the material by using think talk write strategy and picture series.

2.6 Conceptual Framework

As formulated on the literature review above, writing is one of the skills in the language learning. According to Hughey et al (1988: 33), writing is an essential form of communication. Writing is a complex process that consists of planning, drafting, revising, and editing. Writing is pretty difficult for students because they need to organize their ideas into a written language.

In other words, students face difficulty in organizing their knowledge into some words. Think talk write strategy can help the teacher to solve the students'

problem in writing and using picture series. Moreover, it can make the students easier in organizing ideas because they only need to write a recount text based on the given picture. As a result, the students do not have to be confused because they only follow the instruction from the picture.

The researcher believes that teaching writing using think talk write strategy and picture series can help students enhance their students' writing especially in recount text.

2.7 Hypotheses

There are two hypotheses presented based on the research questions formulated in this study. The null and alternative hypotheses are used to construct the hypotheses. The first hypothesis is addressed in order to answer the first research question, which is drawn as follows:

H_1: There is significant difference between students' writing ability in recount text after being taught by using think talk write strategy and picture series.

As the second hypothesis, it is aimed to answer the second research questions which drawn as follows:

H_2: Organization is the aspect of students' writing ability the most after they have been taught by using think talk write strategy and picture series.

The literature review has been thoroughly explored in this chapter. The following chapter will go into the methods of this research.

III. RESEARCH METHODS

This chapter presents research design, population and sample, data collecting techniques, instruments of the research, validity and reliability of instruments, research procedures, data analysis, and hypotheses testing.

3.1. Research Design

This research used quantitative method. For the first and second research questions the researcher used an experimental design.

In this research, the researcher presents research design which is proposed by Setiyadi (2006:143) as follows:

K1 T1 X T2

K2 T1 0 T2

Where,

K1   : Group 1 (Experimental Group)

K2   : Group 2 (Control Group)

T1   : Pre-test

T2   : Post-test

X   : Treatment (think talk write strategy and picture series.)

O   : Treatment (think talk write strategy)

3.2 Setting of the research

   1. **Location of research**

      The research was conducted at SMP Negeri 2 Banjit which is located in Jl. Wisnu Kertha No. 007, Bali Sadhar Utara, Kec. Banjit, Way Kanan

   2. **Time of research**

      The research conducted even semester of Academic Year 2022/2023

3.3 Population and Sample

The population of this research was the eighth grades students of SMP Negeri 2 Banjit. The total number of populations is 158 students consist of 79 female and 79 male which are divided into five classes and the number of the students of each class is around 30 to 32 students.

In relation to the design, the researcher took two classes; they are experimental and control classes. The use of two classes is to see the difference between the modified strategy and the original one. In this research, the researcher used random sampling.

3.4 Normality Test

A normality test was conducted to determine whether the sample in this research was normally distributed or not. The students' scores of the pretest and post-test in two classes were analyzed by the One-sample Kolmogorov-Smirnov formula through SPSS 16.0. The hypothesis for the normality test as follow:

Ho: The data were normally distributed.

Ha: The data were not normally distributed.

The criteria which are used to determine whether the data have normal distribution or not, as follows:

1. If the significant score is higher than 0.05 (sig. > 0.05), the data have a normal distribution.

2. If the significant score is lower than 0.05 (sig. < 0.05), the data do not have a normal distribution.

After analyzing the data, the writer found the result as follows:

3.4. Table normality testing

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Control	.129	30	.200*	.950	30	.167
Pretest Experimental	.122	30	.200*	.956	30	.248
Posttest Control	.078	30	.200*	.973	30	.629
Posttest Experimental	.139	30	.146	.943	30	.112

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The scores of pretest and posttest in experimental and control classes are normally distributed since the significance values are higher than 0.05.

3.5 Homogeneity Test

A homogeneity test was used to know whether the data variance of the population was homogeneous or not. In this case, the researcher used the SPSS program by using Compare Means One way Anova to analyze homogeneity of variance. The

test of the variances was implemented to determine the data had significance or not.

3.5. Tabel Homogeneity

Test Of Homogeneity Of Variances

Levene Statistic	df1	df2	Sig.
6.757	1	58	.012

If the Sig. <.05, the data are not homogenous and vice versa. The criterion is that Ho is rejected if the value Sig. 0.05 and accepted if the value Sig. > 0.05.

ANOVA

Score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.067	1	13.067	.151	.699
Within Groups	5003.433	58	86.266		
Total	5016.500	59			

From the table above the significance value is 0.699 which is higher than 0.05. It can be stated that the students' scores in control class and the students' scores in experimental class are homogenous. Therefore, it can be concluded that students in control class and experimental class have the same level of writing before the treatments were conducted.

3.6 Data Collecting Techniques

In this research, there were two techniques employed in collecting the data. It can be elaborated as follows:

1. Writing test

Writing test was administered to collect the data on students' writing recount text. The researcher asks students to write a recount text individually with a given topic during the test. This written test was given twice as the pretest before the treatments and posttest after the treatments. The test will be administered for each group, experimental and control class.

3.7 Instruments of the Research

There are three instruments was used in this research, i.e. writing tests

Writing Test

There are two writing tests administered in this research, i.e. pre-test and post-test. Both are sixty-minute test. The students are asked to write recount text by the researcher. Five aspect evaluated by the researcher are content, organization, vocabulary, language use, and mechanic. Scoring and classifying the students" writing ability as suggested by Jacobs et al (1981). Here are explained the detailed of the explanation above with its criteria:

3.7. Table scoring writing rubric

Aspect	Level	Score	Criteria
Content	Excellent –Very good	30-27	Relevant to the topic, give the detail information, and match thepurpose of recount text
	Good - Average	26-22	Mostly relevant to the topic, lacksof detail
	Fair – Poor	21-17	Inadequate development of the topic, almost match to the purposeof recount text
	Very poor	16-13	Does not relate to the topic, does not match the purpose

Organization	Excellent –Very good	20-18	Fluent expression, ideas clearlystated, well organized, logical sequencing, cohesive.
	Good - Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair – Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very poor	9-7	Does not communicate, no organization, not enough to evaluate.
Vocabulary	Excellent –Very good	20-18	Use effective word/ word choice/word usage, word formmastery.
	Good – Average	17-14	Occasional errors of word form,choice, usage but meaning not Obscured
	Fair – Poor	13-10	Frequent errors of word form, choice, usage and meaning obscured/ confused
	Very Poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Languageuse	Excellent – Very good	25-22	Few errors of agreement, tense, and word order
	Good - Average	21-18	Several errors of agreement, tense, and word order
	Fair – Poor	17-11	Frequent errors and meaning obscured.
	Very Poor	10-5	Dominated by error, does not communicate, not enough to Evaluate
Mechanics	Excellent –Very good	5	Exemplary mechanism, may haveminor errors in punctuation, capitalization, and spelling, need little or no editing.
	Good – Average	4	Adequate mechanism, have someerrors in punctuation, capitalization, and spelling, need editing but does not impede Readability

	Fair – Poor	3	Limited mechanism, consistenterrors of punctuation, capitalization, and spelling, impedes readability.
	Very Poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication

3.8 Validity and Reliability of the Instruments

In conducting the research, the researcher used some instruments to gain the data. However, the instruments that was used should be proved and fulfilled the aspect of validity and reliability. According to Setiyadi (2006: 13), validity and reliability are two aspects that cannot be separated in the research regarding to the measuring instruments of the research.

Checking validity and reliability of the instruments is needed to know that the instruments are appropriate to use for collecting research data. Therefore, in this study, the researcher was considered the aspects of validity and reliability for fulfilling the criteria of good instruments.

3.8.1   Validity

Hatch and Farhady (1974:250) define validity as an extent to which instrument can measure the particular skills or the objectives which intended to be measured and suitable with the criteria. Simply, the tests should measure what supposed to be measured.

1. **Validity of Writing Test**

Hatch and Farhady (1974:251) add that there are two basic types of validity; content validity and construct validity. Both types of validity will be analyzed to measure whether the tests have a good validity. First, content validity is the extent to which the tests must cover the domain that it purports to cover fairly and comprehensively. In addition, to fulfill this type of validity, the researcher will compose the writing tests based on the syllabus of eighth grade students in SMPN 2 Banjit. Besides, the researcher also discusses the tests with the English teacher of SMPN 2 Banjit to get a good content validity.

Second, construct validity deals with whether a test is in accordance with the theories of what it is supposed to measure (Hatch and Farhady, 1982). So, it is about whether the given test theoretically represents what it measures. In this research, the scoring criteria are based on the five aspects of writing adapted from Jacobs et al (1981), i.e. content, organization, vocabulary, language use, and mechanic.

3.8.2 Reliability

Reliability measures accuracy consistency, dependability, or fairness of scores resulting from administration of particular examination.

1.**Reliability of Writing Test**

Reliability of the test can be defined as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982). In order to make sure of the reliability of the data and to avoid the subjectivity of the research, the researcher used the inter-rater reliability. It means

that the score for a test is independently obtained by two or more raters who score the work. There were two raters in this research: the researcher and an English teacher in that school. Before scoring the students' procedural writing, it is important to make sure that both raters use the same criteria of scoring. Hereby, the first and the second rater uses scoring criteria devised from Jacobs et al (1981). In order to find the correlation coefficient between the two raters, the writer uses the calculation of the rank-order correlation formula as stated below:

$$p = 1 - \frac{6.\sum d^2.}{N(N^2 - 1)}$$

The formula can further be described as follows:

p relates to the coefficient of rank order.

d refers to the difference of rank correlation.

N stands for the number of students.

1-6 is constant number.

(Hatch and Farhady, 1982)

After finding the coefficient of rank correlation between raters, then researcher will analyze the coefficient of reliability with the standard of reliability testing below:

1. A very high reliability ranging from 0.80 to 1.00.

2. A high reliability ranging from 0.60 to 0.79.

3. A medium reliability ranging from 0.40 to 0.59.

4. A low reliability ranging from 0.20 to 0.39.

5. A very low reliability ranging from 0.00 to 0.19.

3.8.2. Table Reliability Testing

Pretest

$$\rho = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

$$\rho = 1 - \frac{6(1292)}{6(460)} \over 30(900-1)$$

$$\rho = 1 - \frac{2760}{26970}$$

$\rho = 1 - 0,10$

$\rho = 0,9$ (A Very High Reliability)

Pretest

$$\rho = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

$$\rho = 1 - \frac{6(410)}{30(900-1)}$$

$$\rho = 1 - \frac{2460}{26970}$$

$\rho = 1 - 0,09$

$\rho = 0,91$ (A Very High Reliability)

After calculating the reliability of writing test, the writer found that the test is reliable.

3.9 Research Procedures

In doing the research, the researcher will use following steps:

1. Determining the subject of this research

In determining the subject, the researcher chooses two classes of the eighth grade of SMPN 2 Banjit of academic year 2021/2022.

2. Designing the instruments of the research.

   In this research, the researcher prepares writing test and questionnaire

3. Administering the pre-test

   The pre-test is conducted to measure students' preliminary skill before treatments of the implementation of think talk write strategy and picture series. The students are asked to choose one topic about recount text and given 80 minutes to finish the pre-test.

4. Conducting treatments

   There are two different treatments in this research. The first treatment is think talk write for the control class and the second treatment is think talk write strategy and picture series for experimental class. The treatments will be given in three meetings. Each treatment will be conducted in 80 minutes; it is based on the time allocation in the syllabus of the ninth grade of SMP/MTs.

5. Administering the post-test

   The post test will be conducted after treatment. The researcher gives the same topics to students and ask them to choose one of the topics.

3.10 Data analysis

As stated in the previous discussion, the steps in data analysis are connected with the research questions. The researcher organizes the data of Gain of pre-test and post-test result from experimental and control class then calculates them by using Paired Sample T-test. Then, mean of Gain score of experimental and control class

are compared through Independent Sample T-Test by using SPSS statistics 24.0 to find out whether think talk write strategy and picture series improve the students' writing skill better than original think talk write strategy which can used to answer the first research questions.

Moreover, the researcher analyzed the data through One Way Anova to figure out the answer to the second research question.

3.11 Hypotheses Testing

Hypothesis testing was done to determine whether or not the proposed hypothesis will be accepted. Based on the research questions, two hypotheses are proposed in this study. The hypotheses are analyzed at significance level of under 0.05 in which the hypotheses are approved if $p < \alpha$. It means that probability of error in hypothesis is only about 5%. The first hypothesis is drawn as follows:

H_1: There is significant difference between students' writing recount text after being taught by integrating think talk write strategy and picture series.

The criteria for accepting the hypothesis is as follows:

H_1 is accepted if the t-value is higher than T-table.

Concerning with the second research question, the hypothesis is drawn as follows:

H_2: Organization is the aspect of students' writing in recount text the most after they have been taught by using think talk write strategy and picture series. Therefore, the researcher explains it descriptively. The methods of this research have been discussed systematically.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions English teachers who wanted to use think talk write strategy and picture series in teaching writing and for those who wanted to conducted similar research.

5.1 Conclusion

Based on the result and discussion of the data analysis in this research, the writer concludes as follows:

1. Based on the first research question, the researcher found the different students' writing ability in recount text after being taught using think talk write strategy and think talk write strategy and picture series. Then based on the result and discussion, the researcher concluded that there is a significant difference in ability between VIIB class and VIIIC class. The researcher found that the students in VIIIC class got higher scores after being taught using think talk write strategy and picture series than those in VIIIB class using think talk write strategy. It can be concluded that integrating think talk write strategy and picture series is better than think talk write strategy in teaching and learning process to increase the students' writing ability.

2. Based on the result of the research, it can be concluded that the aspects of students' writing ability in recount text were improved. The result showed that using think talk write strategy and picture series was better than think talk write strategy in improving students' writing ability. Meanwhile, both VIIIB and

VIIIC students could follow the teaching and learning process well in each group; the improvement of students' aspects of writing ability in every class showed that there is a difference between VIIIB and VIIIC students in writing ability. It can be concluded that these two techniques have the benefit differently which can help the students to improve their writing ability.

5.2 Suggestion

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. **Suggestions for English Teachers**

   For English teachers, TWW strategy and picture series help the students overcome difficulties in increasing their writing ability. As the findings showed that students' writing ability increased when they were taught through the strategy, it is recommended that the teachers use think talk write strategy and picture series.

2. **Suggestions for Further Researchers**

   This research was limited by the use of whole class, small sample size, and short-time period. Therefore, further research in teaching writing by using TTW strategy and picture series should try to investigate with bigger sample size in longer-time period in order to get more reliable and valid on the result of the research. It is also suggested for further research to use more than one instrument such as qualitative instruments. The researcher recommends further researcher uses TTW strategy and picture series in teaching writing by adding more than two variables such as learning style, motivation, attitude towards English, and other factors.

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