

THE EFFECTIVENESS OF THINK-TALK-WRITE (TTW) METHOD TO INCREASE STUDENTS' WRITING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA N 2 WONOSOBO IN THE ACADEMIC YEAR OF 2012/2013

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Abstract

The aims of this research are to find out students' writing ability and to describe whether the use of Think-Talk-Write (TTW) method is effective to increase students' writing ability at the eleventh grade students of SMA N 2 Wonosobo in the academic year 2012/2013. The population of this research is the eleventh grade students of SMA N 2 Wonosobo. The researcher take 68 students as the sample which divided into two classes that are experimental and control group). In getting the data, the researcher uses test as an instrument (pre test and post test). The result of the research shows that the use of TTW method is effective to increase students' writing ability of the eleventh grade students of SMA N 2 Wonosobo in the academic year 2012/2013. It can be proved by the result of t-test that is 4.174. The computation shows that t-value is higher than t-table that is $4.174 > 2.000$. Related to the result of t-test the mean of post- test is higher than the mean score pre test ($72.58 > 62.97$). It means that Think-Talk-Write method is effective to increase students' writing ability at the eleventh grade students of SMA N 2 Wonosobo in the academic year 2012/2013.

Key words : Effectiveness, Think-Talk-Write (TTW) method, writing ability.

A. Introduction

English is an international language. Almost every nation learns English either as a second language or foreign language. Because of its importance in almost every field, it has been chosen as the first foreign language to be taught at school in Indonesia.

There are four skills that must be submitted in English learning at the junior and senior high school level, namely listening, speaking, reading, and writing. In teaching and learning process, the students often find many difficulties especially in writing. Often found that they cannot write some sentences or even a sentence when the teacher give them a task of writing. This condition can be caused by the approach, strategy, or method that aren't suitable for the students. They often get bored of the way the teacher teach them.

Therefore, the teachers have to improve their ways in teaching writing. The appropriate choice of method in teaching writing can help the students not only in constructing their ideas to be good in writing, but also in improving their interaction in the learning process.

In this study, the researcher is interested with a method that Think-Talk-Write (TTW) method. According to Huinker & Laughlin (1996: 82) as quoted by Yamin and Ansari, TTW is a method which basically built through thinking, speaking, and writing. The flow advances of Think-Talk-Write (TTW) starts from the involvement of students in thinking (how students think about the settlement of a problem) or a dialogue with himself after reading the problem, then talk (how to communicate the results of his thoughts in the discussion) and share ideas with his friend before writing. This atmosphere is more effective if done in groups with 3-5 students. This method is expected to be able to increase students' writing ability effectively.

B. Method

This research uses quantitative approach. It can be categorized as experimental research with experimental and control group pretest-posttest design. This research was conducted at SMA N 2 Wonosobo. This research was hold in April 24th, 1st May and 5th May, 2013. The population of this research is the eleventh grade students of SMA N 2 Wonosobo. The researcher take 68 students as the sample which divided into two classes that are experimental group (XI IA 2) and control group (XI IA 1). In this study, the researcher uses simple random sampling in taking the sample.

This research has an independent variable that is the use of TTW method in teaching writing and a dependent variable (students' writing result). The instrument used in this research is test. The researcher undertakes the data by giving pre-test, treatment, and post-test. After collecting the data, the researcher analyze the data by using descriptive statistic analysis (mean, mode, median, standard deviation, variance, the lowest score and the highest score) and inferential analysis (normality test, test of homogeneity, and t-test as the test of hypothesis).

C. Findings and Discussion

The researcher collected the data by giving test, so it concerned on the test result. The researcher collected the data from experimental group and control group. The following

table is the summarized score from pre-test and post-test between experimental and control group :

Data	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
Highest	76	79	83	78
Lowest	51	48	57	55
Range	25	31	26	25
Mean	62.97	63.70	72.58	66.82
Mode	59	64	65	65
Median	63	63	72	66
SD	5.76	6.39	6.22	5.10

The table shows that there is an increase of score from pre-test and post-test of experimental group that is 9.61 point or 15%. Meanwhile the increase score of control group from pre-test to post-test is 3.12 point or 5%. Therefore, the increase of score of experimental group is higher than control group.

The highest score of the students from experimental group of the eleventh grade students at SMA N 2 Wonosobo is 83 and the lowest one is 57. The mean of experimental group is 72.59 and the standard deviation of it is 6.22. The mean is included in the interval of 72 to 76. It means that the students of experimental group of theeleventh grade students at SMA N 2 Wonosobo have good result on their writing ability.

The highest score of the students from control group of theeleventh grade students at SMA N 2 Wonosobo is 78 and the lowest one is 55. The mean of control group is 66.82, and the standard deviation of it is 5.10. The mean exist in the interval of 67 to 70. It means that the students of control group of the theeleveth grade students at SMA N 2 Wonosobohave sufficient result on their writing ability.

From the previous analysis, it shows that with the number of samples ($N_1 = 34$ and $N_2 = 34$) with degree of freedom 66 can be found with the formula $n-2$ and the level of significance is 5%, the result of the computation of t-value is 4.174. Based on the value in

the t-table for $N_1 = 34$ and $N_2 = 34$ and the significance level is 5%, the value of t-table was 2.000. The computation shows that t-value is higher than t-table that is $4.174 > 2.000$. Therefore, the hypothesis is accepted. It means that the use of Think-Talk-Write (TTW) method is effective to increase students' writing ability at the eleventh grade students of SMA N 2 Wonosobo in the academic year 2012/2013. The value of t-test was 4.174.

After computing t-test, and after knowing that the hypothesis is accepted, the theory meets the fact in this case. Then, from the computation in the previous section; the researcher concludes that the use of Think-Talk-Write (TTW) method is effective to increase students' writing ability at the eleventh grade students of SMA N 2 Wonosobo in the academic year 2012/2013.

D. Conclusion and Suggestion

Based on the result and discussion of the data analysis, the researcher concludes that the students' writing ability are increasing after the use of TTW method and the data presented shows that "the use Think-Talk-Write (TTW) method is effective to increase students' writing ability at the eleventh grade students of SMA N 2 Wonosobo in the academic year 2012/2013". From the descriptive analysis and the inferential analysis, it shows that the t-value is higher than t-table ($4.174 > 2.000$). In addition, the researcher finds that the total scores of post-test higher than total scores of pre-test. The mean of pre-test is 62.97 and the mean of post-test is 72.58. From those facts, researcher concludes that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The researcher hopes that this research can be useful for the English teacher in applying TTW method in English teaching-learning process, for the students in improving their writing ability through TTW method, and also for the other researcher in conducting the further research.

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