CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings that include the description of data, data analysis, hypothesis testing, and discussion.

A. Research Finding

In this chapter, the researcher presents the students writing ability before and after being by Think-Talk-Write (TTW) strategy. This research was conducted at SMPN 2 Kandangan with population were all of the eighth grade students of SMPN 2 Kandangan. There were 5 classes at the eighth grade. The total of eighth grade students were 147 students. The sample of this research was VIII-B which consisted of 30 students as experimental and control group because the researcher was conducted pre-experimental research design.

As mentioned before, the researcher used test as the instrument in collecting data. The test was administered to class VIII-B at SMPN 2 Kandangan. The question was to instruct students to write about the narrative text by choosing one title that has been provided. The data of the student's achievement before and after teaching writing narrative text by using Think-Talk-Write (TTW) can be seen in following table.

1. The Students' Scores Before Being Taught by Think-Talk-Write (TTW) Strategy.

In this section, the researcher presents the students' scores before being taught by using Think-Talk-Write (TTW) strategy. That was called pre-test scores. The pre-test was done before a treatment process, that was teaching narrative text using Think-Talk-Write (TTW) strategy was conducted. The pre-test was given to the students to know their level of writing achievement before they got the treatment. There are 30

students as subject of research. Pre-test was held on November, 15th 2021. Table 4.1 shows the students' scores resulted from the pre-test. The students' names were identified based on the initial names of students.

Table 4.1. The Students' Scores of Pre-test

No.	Subject	Components					Total Score
		C	O	V	G	M	
1.	ASPR	20	15	15	12	4	64
2.	AMOA	13	10	10	10	3	46
3.	ATM	18	15	15	14	4	66
4.	BSM	20	13	12	11	5	61
5.	CKAH	19	15	13	10	5	62
6.	FCR	21	15	12	11	4	63
7.	JS	19	11	10	12	4	56
8.	JPM	21	16	15	15	4	71
9.	KA	19	13	13	12	5	62
10.	MMS	19	15	14	14	4	66
11.	MKAF	17	13	14	12	4	60
12.	MA	19	16	14	13	4	63
13.	MF	18	16	14	11	3	62
14.	MMA	12	10	10	10	3	47
15.	MR	19	12	10	10	4	55
16.	NDRS	15	11	12	10	4	52
17.	NM	18	13	10	11	3	55
18.	NW	19	13	13	12	3	60
19.	RDP	21	15	14	12	4	66
20.	RK	18	14	12	11	3	58
21.	RYN	15	13	13	10	4	55
22.	RBA	19	15	16	15	4	69
23.	RP	19	15	15	14	4	67
24.	SPB	16	10	11	10	3	50
25.	SW	13	10	10	10	3	46
26.	SAR	21	16	15	15	5	72
27.	VAVDP	23	16	16	14	5	74
28.	VANH	16	11	12	10	4	53
29.	YDA	20	15	15	14	5	69
30.	YP	18	12	11	11	4	56

Table 4.2. Criteria Students Score

No.	Grade	Criteria	Range-Score
1.	A	Excellent	91-100
2.	B	Very Good	81-90
3.	C	Good	71-80
4.	D	Fair	51-70
5.	E	Poor	0-50

Table 4.3. Descriptive Statistics of Pre-test

Statistics

PRETEST

N	Valid	30
	Missing	0
Mean		60.20
Std. Error of Mean		1.402
Median		61.50
Mode		55[a]
Std. Deviation		7.681
Range		28
Minimum		46
Maximum		74
Sum		1806

Based on the Table 4.3 above, there were 30 students who joining the test. It showed that the minimum score was 46, the maximum score was 74, standard deviation 7.681, the mean score in pretest was 60.20. Based on the criteria of the students score 60.20 was categorized as fair score. Then the median score in pretest was 61.50 and the mode score in pretest was 55.

Table 4.4. Frequencies of Pre-test

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	2	6.7	6.7	6.7
	47	1	3.3	3.3	10.0
	50	1	3.3	3.3	13.3
	52	1	3.3	3.3	16.7
	53	1	3.3	3.3	20.0
	55	3	10.0	10.0	30.0
	56	2	6.7	6.7	36.7
	58	1	3.3	3.3	40.0
	60	2	6.7	6.7	46.7
	61	1	3.3	3.3	50.0
	62	3	10.0	10.0	60.0
	63	2	6.7	6.7	66.7
	64	1	3.3	3.3	70.0
	66	3	10.0	10.0	80.0
	67	1	3.3	3.3	83.3
	69	2	6.7	6.7	90.0
	71	1	3.3	3.3	93.3
	72	1	3.3	3.3	96.7
	74	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the Table 4.4 it can be seen that the students who got score 46-50 were categorized to have poor criteria in writing ability. The students who got score 52-79 have fair criteria in writing ability. Meanwhile, the students who got score 71-74 could be stated that the students have good criteria in writing ability. After knowing the result of pretest, the researcher gave the treatment to implement Think-Talk-Write strategy. Finally, the researcher administered post-test to

measured the difference scores in writing narrative text after conducting the treatment.

2. **The Students' Scores After Being Taught by Think-Talk-Write (TTW) Strategy.**

This post-test was given to the students by asking students to write about narrative text. It was done after treatment process (teaching learning process by Think-Talk-Write (TTW) strategy). This test was intended to know the student's achievement after the students got treatment. There are 30 students as subject of the research. Post-test was held on November, 24th 2021. The list student's score in post-test can be seen in the table below:

Table 4.5. The Students' Scores of Post-test

No.	Subject	Components					Total Score
		C	O	V	G	M	
1.	ASPR	19	15	15	14	6	69
2.	AMOA	18	12	12	13	3	58
3.	ATM	24	16	16	15	4	75
4.	BSM	21	17	17	15	5	75
5.	CKAH	22	17	15	13	5	72
6.	FCR	22	18	15	16	6	77
7.	JS	25	16	17	14	4	76
8.	JPM	24	15	15	13	5	72
9.	KA	24	16	15	15	6	76
10.	MMS	25	17	16	17	4	79
11.	MKAF	22	17	15	16	6	76
12.	MA	27	17	17	18	6	85
13.	MF	20	15	13	12	4	64
14.	MMA	17	14	12	12	4	59
15.	MR	19	15	15	14	4	67
16.	NDRS	22	16	15	15	5	73
17.	NM	20	17	17	15	4	73
18.	NW	22	16	14	16	4	72
19.	RDP	20	17	17	15	5	74
20.	RK	18	14	14	12	4	62
21.	RYN	26	18	17	15	6	82
22.	RBA	23	16	17	15	5	76

23.	RP	26	17	18	16	6	83
24.	SPB	15	13	14	11	3	56
25.	SW	18	14	13	14	4	63
26.	SAR	25	17	18	16	5	81
27.	VAVDP	26	17	17	16	6	82
28.	VANH	22	16	15	14	4	71
29.	YDA	23	16	17	15	5	76
30.	YP	18	14	13	12	3	60

Table 4.6. Descriptive Statistics of Post-test

Statistics

POSTTEST

N	Valid	30
	Missing	0
Mean		72.13
Std. Error of Mean		1.436
Median		73.50
Mode		76
Std. Deviation		7.864
Range		29
Minimum		56
Maximum		85
Sum		2164

Based on the Table 4.3 above, there were 30 students who joining the test. It showed that the minimum score was 56, the maximum score was 85, standard deviation 7.864, the mean score in pre-test was 72.13. Based on the criteria of the students score 72.13 was categorized as good score. Then the median score in pretest was 73.50 and the mode score in pretest was 76.

Table 4.7. Frequencies of Post-test

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.3	3.3	3.3
	58	1	3.3	3.3	6.7
	59	1	3.3	3.3	10.0
	60	1	3.3	3.3	13.3
	62	1	3.3	3.3	16.7
	63	1	3.3	3.3	20.0
	64	1	3.3	3.3	23.3
	67	1	3.3	3.3	26.7
	69	1	3.3	3.3	30.0
	71	1	3.3	3.3	33.3
	72	3	10.0	10.0	43.3
	73	2	6.7	6.7	50.0
	74	1	3.3	3.3	53.3
	75	2	6.7	6.7	60.0
	76	5	16.7	16.7	76.7
	77	1	3.3	3.3	80.0
	79	1	3.3	3.3	83.3
	81	1	3.3	3.3	86.7
	82	2	6.7	6.7	93.3
	83	1	3.3	3.3	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the Table 4.4 it can be seen that the students who got score 56-69 were categorized to have fair criteria in writing ability. The students who got score 71-79 have good criteria in writing ability.

Meanwhile, the students got score 81-85 could be stated that the students have very good criteria in writing ability. So, there are differences data presentations between before taught by Think-Talk-Write (TTW) strategy and after taught by Think-Talk-Write (TTW) strategy. The data presentation showed that the score after being taught by Think-Talk-Write (TTW) strategy was higher than before being taught by Think-Talk-Write (TTW) strategy.

B. Data Analysis

The analysis of data here the researcher presented and discussed the result of normality testing by using SPSS 16.0 version. Calculating normality is used to know whether the data has been normal distributed or not. The result of normality testing was presented below.

1. Normality

The normality of both pre-test and post-test data was measured by SPSS version 16.0 using the formula of One Sample Kolmogorov-Smirnov Test. The result could be seen in the table 4.8 below:

Table 4.8. The Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Nilai Pretest	Nilai Posttest	Unstandardized Residual
N		30	30	30
Normal Parameters[a]	Mean	60.20	72.13	.0000000
	Std. Deviation	7.681	7.864	5.82336662
Most Extreme Differences	Absolute	.093	.160	.087
	Positive	.074	.083	.070
	Negative	-.093	-.160	-.087
Kolmogorov-Smirnov Z		.507	.876	.476
Asymp. Sig. (2-tailed)		.959	.427	.977

a. Test distribution is normal

Based on the table above, it could be seen that the significance value of pre-test was 0.959, it was bigger than 0.050. It meant that the

data distribution of pre-test was normal. Then the significance value of post-test was 0.427, it was bigger than 0.050. It meant that the data distribution of post-test was also normal. It could be concluded that both of the data (pre-test and post-test) were normal distributions.

C. Hypothesis Testing

This research was conducted to know whether there was significant influence in students' writing ability in narrative text of the eighth grade students in SMPN 2 Kandangan in academic year 2021/2022 before and after being taught by using Think-Talk-Write (TTW) strategy. The hypothesis of this research was stated as follows:

1) When the significant value < significant level, the alternative (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is significant influence on the students' writing narrative text achievement before and after being taught by Think-Talk-Write (TTW) strategy. The influence is significant.

2) When the significant value > significant level, the null hypothesis (H_o) is accepted and the alternative (H_a) is rejected. It means that there is not significant influence on the students' writing narrative text achievement before and after being taught by Think-Talk-Write (TTW) strategy. The influence is not significant.

To analyze the data, the researcher used Paired Sample T-Test by using SPSS 16.0 version. Paired Sample T-Test was used because this study just involved one group pre-test-post-test. The result of the T-test can be seen below.

Table 4.9. Paired Samples Test

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Nilai Pretest - Nilai Posttest	-11.933	6.297	1.150	-14.285	-9.582	-10.380	29	.000

From the Table 4.10, it showed that the mean of pre-test and post-test were 11.933. The standard deviation was 6.297. The standard error mean was 1.150. The lower difference was 14.285 and the upper difference was 9.582. The result of t was 10.380, the df was 29, and the significance was 0.000. From the result of Paired Sample T-test by using SPSS program 16.0 version, it could be seen that the significant value from the calculation output was 0.000. It means that there was significant different score on narrative text writing ability of the students before and after being taught using Think-Talk-Write (TTW).

So, H_0 saying that there is no significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability before and after being taught by using Think-Talk-Write (TTW) strategy was rejected. Meanwhile, H_a saying that there is significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability before and after being taught by using Think-Talk-Write (TTW) strategy was accepted.

From those result, it can be concluded that there was significant influence on writing ability of the eighth grade students of SMPN 2 Kandangan in academic year 2021/2022 before and after being taught by using Think-Talk-Write (TTW) strategy. So, Think-Talk-Write (TTW) strategy was effective on students' narrative text writing ability.

D. Discussion

As mentioned in the research problem stated in Chapter I, the researcher conducted an experiment in one group pre-test and post-test design. . The objectives of this research was to know the influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability before and after taught by Think-Talk-Write (TTW) strategy of the eighth grade students at SMPN 2 Kandangan in academic year 2021/2022. The procedure carried out during the teaching and learning process were divided into three steps.

The first step was administering a pre-test. It was conducted to know the students' basic competence and earlier knowledge before they got the treatment. The treatment was done in three meetings. The last step was giving a post-test. In the post-test, the students were given a test to know their scores after they were treated by using the Think-Talk-Write (TTW) strategy. After these steps were conducted, the researcher got the data in the form of pre-test and post-test scores. Next, the researcher analyzed the scores using the Paired Sample T-test through SPSS 16.0.

Based on the research finding, it showed that the mean scores between pre-test and post-test was different. As presented in Table 4.6, the researcher presented a descriptive statistics of post-test scores and it was found that there was the different means of pre-test and post-test. It provided the mean score pre-test and post-test, the mean of pre-test was 60.20 and the mean of post-test was 72.13. So, the mean of the pre-test smaller than the mean of the post-test. The result of the significance of testing normality was the significance score of pre-test was sig (0.959) and the significance score of post-test was sig (0.427). The sig/p value on pre-test was sig = 0.959 greater than sig = 0.05 (0.959 > 0.050). And, the sig/p value on post-test was 0.427 greater than sig = 0.05 (sig = 0.427 > sig = 0.050). So, it meant data distribution was normality distributed.

Based on the table 4.9 the result of the t was 10.380 with the df = 29 and the p-value (two-tailed) was sig = 0.000. So, the p-value (sig = 0.000)

was smaller than the significance sig = 0.05. As required in hypothesis, if the p-value was smaller than or equal to the α (0.05), then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be concluded that significant value (0.000) was smaller than the significant level (0.05). In other words, H_0 was rejected and H_a was accepted. It meant that there was significant influence before and after taught by Think-Talk-Write (TTW) strategy.

Based on the research finding, it was proven that Think-Talk-Write (TTW) strategy was useful for teaching writing in narrative text. Because Think-Talk-Write (TTW) strategy gave significant influence on the students writing ability. It is strengthened by Yamin and Ansari (2008:84) who stated that Think-Talk-Write (TTW) is one of learning strategy which purpose is to improve students' ability in writing narrative text. The use of Think-Talk-Write (TTW) strategy in teaching writing is one alternative to make students more enthusiastic and active in the teaching and learning process, because in this activity students can expressing their idea, talking, and sharing with others.

The result of this research was also similar to the previous studies. The first was the research from Hikmawati (IAIN Salatiga, 2017). From the result of her research, it showed that Think-Talk-Write strategy was appropriate to help students practice and improve student writing skills.. The second was from Meistika (UNISMA, 2020). The result of her research showed that teaching writing announcement text by using Think-Talk-Write (TTW) strategy was effective to be used for improving the students' writing ability. The third was from Hasanah (IAIN Palopo, 2019). The result of her research showed that using Think-Talk-Write strategy could improve students' ability in writing descriptive text.

Furthermore, this research also confirmed some research theories from the experts. As the theory stated by Huinker and Laughlin (1996:82) in Suminar and Putri (2015:2) that Think-Talk-Write (TTW) strategy is built for thinking, reflection and for organizing ideas before students are expected

to write. The flow of communication develops from students engaging in reflective thinking or dialogue with themselves, talking and sharing ideas with one another, to writing. In this activity, before students discuss the narrative text, the researcher divided students into groups consists of 3-4 students. It aims to make the learning process more effective.

Moreover,Think-Talk-Write (TTW) strategy made students more active in class or in groups because students can express their ideas and share opinions with their friends. This idea was in line with Muna et al., (2020:353) that the Think-Talk-Write (TTW) strategy is a cooperative learning model of learning activities that begin through thinking activities (think), speaking or exchanging ideas (talk) and writing discussion results (writing). Furthermore, this strategy can help students more easily understand the content by developing their ideas through thinking, sharing ideas by discussing with their friends and then implementing them in writing.

Considering from those explanations, it can be concluded that the use of the Think-Talk-Write (TTW) strategy is able to increase students' writing abilities which can be seen from the progress of students' writing scores after being given treatment using the Think-Talk-Write (TTW) strategy. Students are motivated and enjoy learning writing process when they are taught using Think-Talk-Write (TTW) strategy. In other words, it can be said that Think-Talk-Write (TTW) strategy was effective used in teaching writing of narrative text.