

**THE EFFECTIVENESS OF THINK-TALK-WRITE (TTW)  
STRATEGY IN TEACHING ANALYTICAL EXPOSITION  
WRITING OF THE SECOND GRADERS STUDENTS AT MAN  
TRENGGALEK**

**THESIS**



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STATE ISLAMIC INSTITUTE (IAIN) TULUNGAGUNG**

**2014**

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**THESIS**

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Pendidikan Islam (S, Pd.I) in English Education Department



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This thesis entitled “The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching Analytical Exposition Writing of the Second Graders Students at MAN Trenggalek” written by Khusnatul Lailiyah, Student Registered Number 3213103086 has been approved by the thesis advisor for further approval by the Board of Examiners.

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MOTTO

*Good start will lead you to great end*

## **DEDICATION**

After finishing this thesis, I want to dedicate this thesis to:

1. My beloved parents, My father Kusni and My mother Rubiah who always gives me love, support, and pray to me, thanks for everything that you give to me
2. My beloved sister Nunun Mahmudah and brother in law Much. Maftuh who always support, suggests, and helps to me. Thank you so much
3. My special one who always gives me motivation
4. My close friends Kuni, Lismia, Dewi, Harir, Iin, Jeni, Meta, Khusnul, Khafidz, Fajar, Kahfi who always teach me the sense of friendship and togetherness
5. All the member of TBI-8C who I love

## DECLARATION OF AUTHORSHIP

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those in indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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## ABSTRACT

Lailiyah, Khusnatul. Registered Student 3213103086. 2014 “*The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching Analytical Exposition Writing of the Second Graders Students at MAN Trenggalek*”. Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Nanik Sri Rahayu, M.Pd

**Keyword:** Effectiveness, writing ability, Think-Talk-Write (TTW), analytical exposition text

Writing is one difficult problem in English skill. When the students want to start to write, they are confused to express their idea. Think-Talk-Write (TTW) is one of strategies which suitable in teaching writing. Think-Talk-Write (TTW) includes *think* activities seen when the students read the text, then making a note about what they have read, *talk* activities occurs when students interact in groups to discuss the contents notes and *write* activities seen in the process of writing the results of think and talk. Think-Talk-Write (TTW) is used to develop writing and practicing the language fluently before writing.

Research problems of this research were: 1) how is the students’ ability in writing analytical exposition before being taught by Think-Talk-Write (TTW) strategy?, 2) how is the students’ ability in writing analytical exposition after being taught by Think-Talk-Write (TTW) strategy?, 3) is there any significant different scores of the students’ ability in writing analytical exposition before and after being taught by Think-Talk-Write (TTW) strategy?

The purpose of this research were: 1) to know the students’ ability in writing analytical exposition before being taught by Think-Talk-Write (TTW) strategy, 2) to know the students’ ability in writing analytical exposition after being taught by Think-Talk-Write (TTW) strategy, 3) to know there is significant difference of the students’ ability in writing analytical exposition before and after being taught by Think-Talk-Write (TTW) strategy.

The research design in this research is pre-experimental research that uses one group pretest and posttest design in quantitative approach. The population of this research was all of second graders students of MAN Trenggalek. The sample was XI IPS 1 class consisting of 30 students. The sample was taken by using non probability sampling that is purposive sampling. The research instrument that was used is a writing analytical exposition test. Treatment that is used by Think-Talk-Write (TTW) strategy. The data of this research is students score in pretest and posttest, and to analysis the data the researcher used paired sample t-test at SPSS program.

The result of this research shows that the students score in writing analytical exposition before being taught by Think-Talk-Write (TTW) strategy is enough with the mean score 68.93. While the students' score in writing analytical exposition after being taught by Think-Talk-Write (TTW) strategy is good with the mean score 80.00. So, there is any significant difference of the students' ability in writing analytical exposition before and after being taught by Think-Talk-Write (TTW) strategy. The score after being taught by Think-Talk-Write (TTW) strategy is higher than the score before being taught by Think-Talk-Write (TTW) strategy. This research also show the result of  $T_{count}$  was 5.189, whereas  $T_{table}$  with significant level 5% was 2.045. This mean  $T_{count}$  was higher than  $T_{table}$ . So, it can be concluded that  $H_a$  which states that there is significant difference by using Think-Talk-Write (TTW) strategy to teach analytical exposition writing of the second graders students at MAN Trenggalek is accepted. Whereas,  $H_0$  which states that there is no significant difference by using Think-Talk-Write (TTW) strategy to teach analytical exposition writing of the second graders students at MAN Trenggalek is rejected. In other words, Think-Talk-Write (TTW) strategy can be used as an alternative for teaching writing.

## ABSTRAK

Skripsi dengan judul “*The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching Analytical Exposition Writing of the Second Graders Students at MAN Trenggalek*” disusun oleh Khusnatul Lailiyah. 3213103086. Jurusan Pendidikan Bahasa Inggris di IAIN TULUNGAGUNG tahun akademik 2014. Dibimbing oleh, Nanik Sri Rahayu, M.Pd.

**Kata kunci:** Keefektifan, kemampuan menulis, Think-Talk-Write (TTW), analytical exposition

Menulis merupakan salah satu masalah yang sulit dalam kemampuan bahasa Inggris. Ketika siswa ingin memulai untuk menulis, mereka bingung untuk mengekspresikan ide mereka. Think-Talk-Write (TTW) adalah salah satu strategi yang cocok dalam pengajaran menulis. Think-Talk-Write (TTW) meliputi kegiatan berfikir dilihat ketika siswa membaca teks, kemudian membuat catatan tentang apa yang mereka baca, kegiatan berbicara terjadi ketika siswa berinteraksi dalam kelompok untuk membahas isi catatan dan kegiatan menulis dilihat dalam proses menulis dari hasil berfikir dan berbicara tadi. Think-Talk-Write (TTW) digunakan untuk meningkatkan kemampuan menulis dan praktek berbicara dengan lancar sebelum menulis.

Rumusan masalah dalam penelitian ini yaitu: 1) bagaimana kah kemampuan siswa dalam menulis analytical exposition sebelum diajarkan dengan menggunakan strategi Think-Talk-Write (TTW)?, 2) bagaimana kah kemampuan siswa dalam menulis analytical exposition sesudah diajarkan dengan menggunakan strategi Think-Talk-Write (TTW)?, 3) apakah ada perbedaan nilai yang signifikan pada kemampuan siswa dalam menulis analytical exposition sebelum dan sesudah diajarkan dengan menggunakan strategi Think-Talk-Write (TTW)?

Tujuan penelitian ini yaitu: 1) untuk mengetahui bagaimana kah kemampuan siswa dalam menulis analytical exposition sebelum diajarkan dengan menggunakan strategi Think-Talk-Write (TTW), 2) untuk mengetahui bagaimana kah kemampuan siswa dalam menulis analytical exposition sesudah diajarkan dengan menggunakan strategi Think-Talk-Write (TTW), 3) untuk mengetahui apakah ada perbedaan yang signifikan dari strategi Think-Talk-Write (TTW) pada kemampuan siswa dalam menulis analytical exposition.

Rancangan penelitian dalam penelitian ini adalah pre-experimental dengan menggunakan satu grup pretest dan posttest dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah semua siswa kelas XI MAN Trenggalek. Contoh dalam penelitian ini adalah siswa kelas XI IPS 1 yang terdiri dari 30 siswa. Contoh yang diambil dengan menggunakan non probability sampling yaitu purposive sampling. Alat penelitian yang digunakan adalah test menulis analytical

exposition. Perlakuan yang digunakan adalah strategi Think-Talk-Write (TTW). Data dari penelitian ini adalah nilai siswa dalam pretest dan posttest, dan untuk menganalisis data peneliti menggunakan paired sample t-test pada SPSS program.

Hasil penelitian menunjukkan bahwa nilai siswa dalam menulis analytical exposition sebelum diajarkan dengan menggunakan strategi Think-Talk-Write (TTW) cukup dengan nilai rata-rata 68.93. Sedangkan nilai siswa dalam menulis analytical exposition sesudah diajarkan dengan menggunakan strategi Think-Talk-Write (TTW) baik dengan nilai rata-rata 80.00. Jadi, ada perbedaan yang signifikan pada kemampuan menulis analytical exposition sebelum dan sesudah diajarkan dengan menggunakan strategi Think-Talk-Write (TTW). Nilai setelah diajarkan dengan menggunakan strategi Think-Talk-Write (TTW) lebih besar daripada sebelum diajarkan dengan menggunakan strategi Think-Talk-Write (TTW). Dalam penelitian ini juga menunjukkan hasil dari  $T_{hitung}$  adalah 5.189, sedangkan  $T_{tabel}$  dengan signifikan 5% adalah 2.045. Ini artinya  $T_{hitung}$  lebih besar dari pada  $T_{tabel}$ . Jadi,  $H_a$  yang menyatakan bahwa ada perbedaan yang signifikan dari penggunaan strategi Think-Talk-Write (TTW) untuk mengajar analytical exposition pada siswa kelas XI MAN Trenggalek diterima. Sedangkan,  $H_0$  yang menyatakan bahwa tidak ada perbedaan yang signifikan dari penggunaan strategi Think-Talk-Write (TTW) untuk mengajar analytical exposition pada siswa kelas XI MAN Trenggalek ditolak. Dengan kata lain, strategi Think-Talk-Write (TTW) dapat digunakan sebagai alternatif untuk mengajar menulis.

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The wrier realizes that this research is far from being perfect. Therefore any constructive criticism and suggestion will be gladly accepted

Tulungagung, July 21<sup>st</sup>, 2014

The writer

Khusnatul Lailiyah

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