

## **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. The Description of Data**

In this chapter, the researcher presents the students writing ability before and after being by Think-Talk-Write (TTW) strategy. As mentioned before, the researcher uses test as the instrument in collecting data. The test is administered to class 7H at MTsN 2 Kota Blitar. The question is instructing the students to write about descriptive text based on the picture. There were 39 students as a subject at the research. The data of the student's achievement before and after teaching writing by using Think-Talk-Write (TTW) can be seen in following table.

##### **1. The student's achievement before being taught by Think-Talk-Write (TTW) strategy.**

This pretest was given by asking students to write about descriptive text. It was done before treatment process (teaching learning process by Think-Talk-Write (TTW) strategy). This test was intended to know the students writing achievement before the students got treatment. There are 39 students as subject at the research. Pretest was held on April, 10<sup>th</sup> 2018. The list of students score in pretest can be seen in the table below:

**Table 4.1 the students score pretest**

No	Subject	Components					Total Score
		C	O	V	G	M	
1.	AD	16	14	13	14	3	60
2.	AZNT	22	14	15	18	4	73
3.	AR	18	12	13	12	3	58
4.	ADU	22	15	15	16	4	72
5.	ALP	21	13	13	12	4	63
6.	CIA	20	14	15	17	4	70
7.	DDRH	16	13	13	10	3	55
8.	DBS	20	14	15	18	4	71
9.	EDN	16	10	12	10	3	51
10.	FN	20	15	14	12	4	65
11.	GA	18	13	12	11	3	57
12.	HJS	20	15	14	12	4	65
13.	IAN	20	15	16	18	4	73
14.	IQN	21	15	14	15	4	69
15.	IN	21	14	13	14	4	66
16.	KNP	18	12	12	10	3	55
17.	LNRW	20	16	16	18	4	74
18.	MNA	17	13	10	10	3	53
19.	MPS	23	17	17	18	4	79
20.	MAGA	21	14	14	18	4	71
21.	MMZ	18	10	10	11	3	52
22.	MWF	17	12	12	11	3	55
23.	MAF	17	10	10	11	3	51
24.	MFH	21	14	15	11	4	65
25.	MNB	20	13	13	12	3	61
26.	MHS	18	13	12	11	3	57
27.	MINH	15	11	11	10	3	50
28.	NA	22	15	14	15	4	70
29.	NAYU	21	14	14	18	4	71
30.	NY	23	17	17	18	4	79
31.	PAR	16	10	10	11	3	50
32.	RPK	21	16	16	18	4	75
33.	RANZ	21	14	15	14	3	67
34.	RRD	15	13	12	15	3	58
35.	RN	21	14	14	18	4	71
36.	RFD	21	15	14	18	4	72
37.	RAR	21	14	13	18	4	70
38.	SAN	15	13	12	15	4	59
39.	YP	16	16	15	13	3	63

**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 statistic of pretest**

**Statistics**

Pretest

N	Valid	39
	Missing	0
	Mean	64.05
	Median	65.00
	Mode	71

Based on the table above those consist of 39 students. It shows that the mean score in pretest is 64.05. Based on the criteria of students score 64.05 is fair score. Then the median score in pretest is 65.00 and the mode score in pretest is 71.

**Table 4.4 Frequencies of pretest**

**Pretest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	2	5.1	5.1	5.1
51	2	5.1	5.1	10.3
52	1	2.6	2.6	12.8
53	1	2.6	2.6	15.4
55	3	7.7	7.7	23.1
57	2	5.1	5.1	28.2
58	2	5.1	5.1	33.3
59	1	2.6	2.6	35.9
60	1	2.6	2.6	38.5
61	1	2.6	2.6	41.0
63	2	5.1	5.1	46.2
65	2	5.1	5.1	51.3
66	1	2.6	2.6	53.8
67	2	5.1	5.1	59.0

69	1	2.6	2.6	61.5
70	3	7.7	7.7	69.2
71	4	10.3	10.3	79.5
72	2	5.1	5.1	84.6
73	2	5.1	5.1	89.7
74	1	2.6	2.6	92.3
75	1	2.6	2.6	94.9
79	2	5.1	5.1	100.0
Total	39	100.0	100.0	

Based on the table 4.4 can see that got score 39, it mean that the ability of students writing ability of MTsN 2 Kota Blitar is poor. The students got score 50-60 it mean that the students fair criteria in writing ability. The students got score 61-70 has enough criteria in writing ability. And then the students got score 71-79 it means that the students have good criteria in writing ability.

## 2. The students achievement after being taught by Think-Talk-Write (TTW) strategy

This posttest was given to the students by asking students to write about descriptive 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 39 students as subject at the research. Posttest was held on April, 20<sup>th</sup> 2018. The list student's score in posttest can be seen in the table below:

**Table 4.5 the students of posttest**

No	Subject	Components					Total Score
		C	O	V	G	M	
1.	AD	25	15	15	18	4	77
2.	AZNT	25	16	17	18	4	80
3.	AR	22	15	16	18	4	75
4.	ADU	25	17	17	20	4	83
5.	ALP	23	15	16	17	4	75

6.	CIA	23	16	20	17	4	80
7.	DDRH	23	16	16	18	3	77
8.	DBS	25	16	17	18	4	80
9.	EDN	23	15	16	17	4	75
10.	FN	24	16	16	18	4	78
11.	GA	24	15	16	18	4	77
12.	HJS	21	15	15	17	4	72
13.	IAN	25	15	15	18	4	77
14.	IQN	23	15	16	17	4	75
15.	IN	25	15	15	17	4	76
16.	KNP	23	15	16	17	4	75
17.	LNRW	25	17	18	18	4	82
18.	MNA	23	16	17	17	4	77
19.	MPS	25	16	17	18	4	80
20.	MAGA	23	16	18	17	4	78
21.	MMZ	22	15	16	18	4	75
22.	MWF	26	17	17	21	4	85
23.	MAF	25	17	18	18	4	82
24.	MFH	23	15	16	17	4	75
25.	MNB	22	15	17	18	4	76
26.	MHS	21	15	15	17	4	72
27.	MINH	20	13	14	15	3	65
28.	NA	25	16	18	20	4	83
29.	NAYU	26	17	17	21	4	85
30.	NY	25	17	17	21	4	84
31.	PAR	22	16	15	18	4	75
32.	RPK	25	15	17	18	4	79
33.	RANZ	23	15	15	17	4	74
34.	RRD	21	14	15	16	4	70
35.	RN	23	16	17	17	4	77
36.	RFD	25	16	17	18	4	80
37.	RAR	24	16	16	17	4	77
38.	SAN	23	15	16	17	4	75
39.	YP	24	16	16	17	4	77

**Table 4.6 Descriptive statistic of Posttest**

**Statistic**

Posttest

N	Valid	39
	Missing	0
Mean		77.28
Median		77.00
Mode		75

Based on the table, above that consists of 39 students. It shows that the mean score in posttest is 77.28. Based on the criteria of students score 77.28 is good score. Then the median score in posttest is 77.00 and the mode score is 75.

**Table 4.7 frequencies of Posttest**

Posttest		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	2.6	2.6	2.6
	70	1	2.6	2.6	5.1
	72	2	5.1	5.1	10.3
	74	1	2.6	2.6	12.8
	75	9	23.1	23.1	35.9
	76	3	7.7	7.7	43.6
	77	7	17.9	17.9	61.5
	78	2	5.1	5.1	66.7
	79	1	2.6	2.6	69.2
	80	5	12.8	12.8	82.1
	82	2	5.1	5.1	87.2
	83	2	5.1	5.1	92.3
	84	1	2.6	2.6	94.9
	85	2	5.1	5.1	100.0
Total		39	100.0	100.0	

Based on the table 4.7 can see that got score 39, it means that the ability of students writing ability of MTsN 2 Kota Blitar is very good. The students got score 65 it mean that the students fair criteria in writing ability. The students got score 70-80 has good criteria in writing ability. And then the students got score 82-85 it means 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 that the score after taught by Think-

Talk-Write (TTW) strategy is higher than before taught by Think-Talk-Write (TTW) strategy.

## B. Data Analysis

The analysis of data here is the researcher tries to find both of normality and homogeneity of the data. Those analyses are used to determine the next step that is testing the hypothesis. The result of measuring both normality and homogeneity are 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 is shown as below:

**Table 4.8 the Normality result of data**

One-Sample Kolmogorov-Smirnov Test			
	Nilai Pretest	Nilai Posttest	Unstandardi zed Residual
N	39	39	39
Normal Parameters <sup>a</sup> Mean	64.05	77.28	.0000000
Std. Deviation	8.544	4.097	3.56003211
Most Extreme Absolute Differences	.141	.161	.117
Positive	.094	.143	.117
Negative	-.141	-.161	-.073
Kolmogorov-Smirnov Z	.884	1.003	.732
Asymp. Sig. (2-tailed)	.416	.267	.658

a. Test is distribution is Normal

Based on the output from SPSS 16.0 are known that the significance value from pretest 0.416 and from the posttest is 0.267. Both values from pretest and posttest are bigger than 0.05. The sig/p value on pretest is

0.416 and it bigger than 0.05 ( $0.416 > 0.05$ ). It means that  $H_0$  is accepted and  $H_a$  is rejected and the data is in normal distribution.

## 2. Homogeneity

Homogeneity is conducted after ensuring whether the data has been normal distributed. Calculating the homogeneity of the data is aimed to see whether the data includes to homogeneous or heterogeneous data. The writer was helped by SPSS version 16.0 to calculate the homogeneity of the data. The formula which is used is Homogeneity of Levene Statistic. The result is presented as below.

**Table 4.9 Result of Homogeneity Test**

**Test of Homogeneity of Variances**

Nilai Posttest

Levene Statistic	df1	df2	Sig.
1.673	12	17	.162

The description of the homogeneity data above is the significance value shows in number 0.162. This means whether the data is homogenous because the significance value is higher than  $\alpha$  (0.05). The data is called as a homogeneous data when significance of value is higher than 0.05 ( $\alpha > 0.05$ ). However, the result above shows that the significance value is 0.162  $> 0.05$ . Thus, the data includes in homogeneous data. Because of the data is homogeneous, then, to test the hypothesis, the researcher uses parametric test with the formula of Paired Samples Test.



### C. Hypothesis Testing

The writer analyzed the significant difference of data by using the formula of Paired Sample Test. This is aimed to prove statistically whether there is any significant difference between students writing ability both in pre-test and post-test. The hypothesis was stated whether:

1.  $H_0$  : There is no significant difference of students' score before and after implementation of Think-Talk-Write (TTW) strategy
2.  $H_a$  : There is any significant difference of students' score before and after implementation of Think-Talk-Write (TTW) strategy

Then, to get significant difference between pre-test and post-test score, the calculating result should show whether  $H_0$  is rejected meanwhile  $H_a$  is accepted. To analyze the significant difference, the writer used SPSS version 16.0 using Paired Sample Test formula. The result is shown as below:

**Table 4.10 Paired samples statistics**

		<b>Paired Samples Statistics</b>			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Pretest	64.05	39	8.544	1.368
	Nilai Posttest	77.28	39	4.097	.656

Based on the table above, *output paired samples statistic* shows the mean score of pretest (64.05) and the mean of posttest (77.28), while N for cell there are 39. Meanwhile, standard deviation for pretest (8.544) and standard deviation for posttest (4.097) mean standard error for pretest (1.368) and mean standard error for posttest (656).

It can be concluded that the mean oraverage score of the students in pre-test and post-test was different, the mean score of pre-test was less than the mean of post-test ( $64.05 < 77.28$ ). Thus, there was increasing score from pre-test to post-test means that there was significant different score after the students were taught by using Think-Talk-Write (TTW) strategy in increasing writing skill.

**Table 4.11 Paired Samples Correlation**

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Nilai Pretest & Nilai Posttest	39	.495	.001

Based on the table above, *output paired samples correlations* shows the large correlation between sample, where can be seen numeral both correlation is (0.495) and numeral of significance (0.001) for interpretation of decision based on the result of probability achievement, that is:

- a. If  $\text{sig} > 0.05$  there is no influence of giving treatment toward pretest and posttest score
- b. If  $\text{sig} < 0.05$  there is influence of giving treatment toward pretest and posttest score

Based on the computation output, the significant value was 0.001. It means that the level significant was smaller than 0.05 ( $0.001 < 0.05$ ). Thus, it can be conclude that there was influence of giving treatment pretest and posttest score.

**Table 4.12 Paired sample test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Nilai Pretest - Nilai Posttest	-13.231	7.425	1.189	-15.638	-10.824	11.128	38	.000

From the table 4.12, it showed that the mean of pre-test and post-test were 13.231. The standard deviation was 7.425. The standard error mean was 1.189. The lower difference was 15.638 and the upper difference was 10.824. The result of  $t_{\text{count}}$  was 11.128, the df was 38, and the significance was 0.000.

The null hypothesis would be accepted if the significant value was greater than 0.05 whereas if the significant value was smaller than 0.05, the null hypothesis would be rejected.

From the result of t-test by using SPSS program 16.0 version, it could be seen that the significant value from the calculation output was 0.000. Therefore, it could be inferred that the significant value was smaller than 0.05 ( $0.000 < 0.05$ ), so the null hypothesis was rejected.

From those result, it can be concluded that there was significant different ability of the seventh grade students of MTsN 2 Kota Blitar in academic year 2017/2018 in writing of descriptive text between the students who learnt writing by using think-talk-write (TTW). Moreover, the finding verified think-talk-write that was effective used toward the student's ability

in writing of descriptive text for the seventh grade students of MTsN 2 Kota Blitar on academic year 2017/2018.

#### **D. Discussion**

From the result of research finding, showed that Think-Talk-Write (TTW) was effective used in teaching descriptive text, because there was significant different result between teaching descriptive text by using Think-Talk-Write (TTW) strategy.

From the research finding, the output data of Paired Samples Test shows mean of pre-test is 64.05 and post-test 77.28. Mean is to measure average of pre-test and post-test score. So, it means that the students achievement in writing after being taught by Think-Talk-Write (TTW) strategy had better than students achievement in writing before taught by Think-Talk-Write strategy. Therefore, from both mean it can be conclude that there is significant difference in the students writing achievement on descriptive text. So, this strategy is effective to teaching writing through Think-Talk-Write (TTW) strategy.

After conducting this research, the researcher can prove that Think-Talk-Write (TTW) strategy is useful for teaching writing in descriptive text. Because Think-Talk-Write (TTW) strategy given significant effect on the students writing ability was effective to improve students writing skill. It is strengthened a theory by Huinker and Laughlin (1996) state that Think-Talk-Write (TTW) is a strategy which can train the students ability to think and learning to communicate (sharing).

Based in the research, the finding in line Firda (2017) and Sri Wijayanti (2016) state that Think-Talk-Write (TTW) strategy can help to improve students writing ability. Another effect of the Think-Talk-Write (TTW) strategy is that students are more active in the class or in groups because students can express their ideas, share opinions with their friends. Besides it can make students comfortable and more interested in following learning. Also that, this strategy can help students more easily understand the content with developing their idea through think, retell past event with their friends discussion and then applying it in writing.

Martinis Yamin dan Bansu, Ansari (2009: 84) state that Think-Talk-Write (TTW) strategy builds in time for thought and reflection also for organization progress from students engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. In this activity, before the students discuss about descriptive text, the researcher divided the students into group consist of 6 to 7 students.

It is being done to make the teaching learning process more effective. Is strengthened by Huinker and Laughlin (1996: 82) stated that this strategy to be effective when students working in heterogeneous group to two until seven students, are asked to explain, summarize, or reflect.

Considering from the explanation above, it can be conclude that the use of Think-Talk-Write (TTW) strategy is able to show that the improvement of students' writing ability in which it can be seen from the progress of the students' writing scores after given a treatment using by Think-Talk-Write (TTW) strategy. It expected that the teachers are

recommended to utilize Think-Talk-Write (TTW) strategy on the teaching of writing skill.

Students are motivated, relaxed and enjoy in learning writing process when they are taught using by Think-Talk-Write (TTW) strategy. Therefore, it implies that the use of Think-Talk-Write (TTW) strategy can keep students' interest for expressing their idea, and the discussion with each other.