

AN UNDERGRADUATE THESIS

**IMPROVING WRITING RECOUNT TEXT
PERFORMANCE BY USING THINK-TALK-WRITE
(TTW) STRATEGY AT THE EIGHTH GRADERS OF
SMP N 5 METRO**

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(STAIN) JURAI SIWO OF METRO**

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SMP N 5 METRO**

Presented as A Partial Fulfilment of The Requirement
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In English Education Study Program

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CHAPTER 1

INTRODUCTION

A. Background of the Study

In the context of English teaching as a foreign language, writing is an important subject in language education. It is because the students of language education are expected to be able to express their language ability, ideas, feelings, creativities, experiences and knowledge in written text. Writing is one of the skills in English learning that is difficult to be learned. When writing paragraph the students should know the generic structure of the text and make the correct sentences grammatically and structurally.

In writing there are some difficulties or problems faced by the students. The problem is not only the students are lack of vocabulary but also it is because the students make mistakes on spelling, grammar and generic structure of the text. Besides the students are difficult to write the ideas, to make the start of the writing and to make the statements and sentences correct grammatically and structurally.

Furthermore the problems occur in writing, many kinds of the text including in writing recount text. Recount text is a text that tells about an experience or event in the past. Students can tell the experiences or events in the past in recount text. The purpose of the text is to give information and to entertain the readers.

In addition, the process of teaching and learning has the components to develop education quality, such as teachers, students, methods, course materials and techniques as well. Method is a system or a way of doing something. Method is one of the important things to improve the teaching and learning process because if the method used in the learning process is suitable with the material and the situation of the class, the students will be interested in the learning and the students will be more motivated and easy to understand the material.

An observation had been conducted in SMP N 5 Metro. The writer observes one of the classes on the eighth grader students of SMP N 5 Metro. In fact, most of the students have low result especially in writing. It is showed by the students' score in daily examination on the first semester that is taken in each material especially in the material of recount text. Below the data of pre-survey :

Table 1

The Data of Pre-Survey in 13th April 2015, to the Eight Grade of SMP N 5 Metro at second Semester

No	Grade	Explanation	Frequencies
1	≤ 70	Failed	20
2	≥ 70	Passed	5
Total			25

Source: The Teacher's Graded Book of English at the second Semester of the Eight Grade of SMP N 5 Metro.

Based on the result on table above, only 5 students who passed the material of writing recount text, and 20 students failed. The highest grade is 70 and the lowest grade is 32 with the minimum mastery criteria (KKM) for English subject is 70.

There are many factors behind this problem, some of them are the students are difficult to write the ideas, the students are lack of grammar knowledge and vocabulary and the students do not arrange the text with correct generic structure. This happened to the most of students on the eighth grader of SMP N 5 Metro.

Concerning the first problem, the students are difficult to write the ideas. Usually the students are not able to make the start of writing then develop it into systematic writing. They are also difficult to explain the other ideas to support the topic.

The second problem is the students are lack of grammar knowledge and vocabulary. Actually it was caused by long process started from the grammar and vocabulary courses. If the students do not know what grammar or tenses used in the sentence they will not able to make good sentence and if the students do not have many vocabularies, they will be difficult to translate their sentences into English.

The third problem is the students do not arrange the text with correct generic structure. It happened because the students did not understand about the text and the generic structure of the text.

In this research, the writer uses Think-Talk-Write strategy to overcome improving the students' or problems on writing. Think-Talk-Write is a strategy introduced by Huinker and Laughlin, these strategies basically built through thinking, speaking, and writing. The flow advances think-talk-write starting from involvement of students in thinking or dialogue with itself , where the students work together in a group. In think-talk-write strategy the students are divided into some groups. Each student does a task individually although they are in a group. The students can ask and discuss with other member in the group if they face something difficult in doing the task. Therefore the researcher tries to use think-talk-write strategy in teaching recount text to increase the students' writing performance.

B. Problem Formulation

Referring the background of the study above the writer formulates the problem in this research as follows:

“Can the Think-Talk-Write strategy improve the students' writing performance on recount text at the eighth grader of SMP N 5 Metro in the academic year 2015/2016?”.

C. Problem Solving

Based on the problem formulation above the writer hopes that think-talk-write strategy can solve the students' problems in writing recount text at the eighth grader of SMP N 5 Metro and it can improve the students' writing performance on recount text.

D. Objective of the Study

After finding the students' result and problem in writing, the writer formulates the objective of this research, is to improve the students' writing performance on recount text by using Think-Talk-Write (TTW) strategy.

E. Benefit of the Study

1. For the Students

By conducting this classroom action research, the writer hopes the students will be more interested and motivated in learning English and they can improve their English learning result especially in writing.

2. For the teacher

The writer hopes that it can help the English teacher to overcome the problem in teaching and learning English.

3. For the researcher

To apply the knowledge that is gotten in her study and to give information to the further researchers.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Writing Performance

a. The Definition of Writing Performance

Etymologically, the word “writing” is derived from the word “write”. According to the Oxford Advanced Learner’s Dictionary, the word write is to make letters or numbers on a surface, especially using a pen or a pencil.¹ It is a particular way in which somebody forms letter when they write. It means that Writing is the way that is used to form letters, words, sentences, paragraphs and essays.

Furthermore, Sanggam Siahaan states that writing is psychological activity conducted by language user to assemble information in the written text.² It means that language users can share information, knowledge, experience and others in written text.

In other book Sanggam argues that writing is the written productive language skill. It is one of writers’ skills to communicate information to reader or group of readers.³ It means that writing is one of the writers’ products of language skill that is used to give information to the readers.

¹ A. S.Hornby, *Oxford Advanced learner’s Dictionary*, (New York: Oxford University Press, 1995), p. 1722.

² Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 215.

³ Sanggam Siahaan, *The English Paragraph*, (Pematang Siantar: Graha Ilmu, 2007), p. 2.

The writers' skill is also realized by his or her ability to apply the rule of the language s/he is writing to send their information in her or his mind readers effectively.⁴ It means that writing is a way used by the writer to assemble and communicate their information to the readers effectively.

From the quotation above the writer infers that writing is the way that is used by language user to communicate the information, knowledge and many others in written text by using an easy language in order to make the readers understand what the writer means.

Thus, in oxford Advanced Learner's Dictionary, performance is an action or achievement, considered in relation to how successful.⁵ It is derived from the word perform that is defined as "do a piece of work or something has been ordered or has agreed to do."⁶ Furthermore, Brown states that Performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something, like singing, dancing, speaking and writing.⁷

Based on the quotation above the writer infers that performance is the realization or result that is conducted by somebody who does a job that is observable by using certain measurement.

⁴ *Ibid.*

⁵ A. S.Hornby, *Oxford Advanced.*, p. 860.

⁶ *Ibid.*

⁷ H. Douglas Brown, *Principle by Languagae and Teaching: Fourth Edition*, (New York: Longman, 2000), p. 30.

In conclusion writing performance is the writers' result and realization of writers' competence of sending message or information to the readers in written text.

b. Types of writing performance

There are four types of writing performance. It is stated by Brown as follows⁸:

a. Imitative

To produce written language, the learner must attain skills in the fundamental, basic task of writing letters, word punctuation, and very brave sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern. It means that in this beginning level learning of writing, the students have to obtain skill in the fundamental. Therefore, the students write down what they in order to know the mechanics of writing.

b. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms and correct grammatical features up to the length of a

⁸ H.Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (New York: Longman, 2003), p. 220.

sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

In this type the students can examine the form of writing. Thus, the students are able to use the form of writing correctly.

c. Responsive

Here, the students are expected to be able to perform at limited discourse level, connecting sentences into a paragraph and creating a logically two or three paragraphs.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. It shows successful management of all the strategies and process of writing. The writer focuses on obtaining a purpose, organizing and developing ideas logically, using details to support ideas for achieving a final product.

c. Writing Process

Anita Brookner assumes that before writing, the writers have to read first because writing can be assumed as a conversation with people who are absent, because when the writers want to speak, it can help them remind of what they have said.⁹ It means that before writing

⁹ Alastair fowler, *How To Write*, (United States: Oxford University Press, 2006), p. 6.

the writer has to read the text that has topic like a topic that he will write because when the writer writes, it can remind him/her what the prior writers have said.

Meanwhile, Brown stated that “writing is two-step process. First, figure out your meaning, then put it into language”.¹⁰ It means that in writing process the first step that have to do is figure out what the writers want to say or write and the second step is put it into language or written text.

According to Dorothy and Lisa, in writing there are several steps that are needed to make a good writing. Good writers have to go through several steps to produce a piece of writing. The steps are as follows¹¹:

1. Pre-writing

In this section there are 3 steps: (1) choosing the topic, (2) gathering the ideas and (3) organizing.

2. Drafting

Drafting is the fourth step of writing process. In this step the writers write from the start until finish.

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman, 2000), p. 336.

¹¹ Dorothy E Zemach, Lisa A Rumisek, *College Writing from Paragraph to Essay*, (Macmillan:2003), p. 3.

3. Reviewing and Revising

This is the fifth step. In this step the writers check what you have written. The writers read the writing silently to you or aloud, perhaps to a friend. Look for the place where you can add more information and check to see if you have any unnecessary information. Getting reader's opinions is a good way to know if the writing is clear and effective.

4. Rewriting

- Revise the structure and content. Use the ideas from step five to re-write the text. Making improvements to the structure and content. The writers might need to explain something more clearly, or add more details.
- Proofread. Read the text again. Checking spelling and grammar and thinking about the words that have chosen to use.
- Make final correction. Check that you have corrected the errors you discovered in step five and six and make any other changes you want to make.

Furthermore, Jeremy Harmer stated that there are four process of writing as follows¹²:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are

¹² Jeremy Harmer, *How to Teach*, (England: Longman, 2004), p. 5.

going to say. For some writers they may involve making detailed notes. For other a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

When planning, writes have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other thing) not only the type of text wish to produce, but also the language they use, the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing(how it is laid out, how the paragraph are structured, etc.), but also the choice of language-whether, for example it is formal and informal in tone. Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the fact, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. The first 'go' to the text is often done on the assumption that it will be amended later.

3. Editing (reflecting and revising)

Once the writer have produced a draft they then, usually, read through what they have written to see where it works and where it

doesn't. Perhaps the order of the information is not clear. Perhaps the way something is writing is ambiguous or confusing. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestions.

4. Final Version

Once the writer edited their draft, making the changes they consider to be necessary, they produce their final version. This is considerably different from both the original plan and the first draft, because thing changed in the editing process. It might decide to represent these stages in the following way:

Planning \Rightarrow drafting \Rightarrow editing \Rightarrow final versionn.

Based on the quotations above, the writer concludes that there are 4 steps in writing, the first is planning or pre-writing, the second is drafting or writing, the third is editing (reviewing) and revising and the last is final version or re-writing.

2. The Concept of Recount Text

a. Definition of Recount

A.S Hornby stated that recount is to tell about something. Recount text is a text which retells events or experiences in the past.¹³ On the other word, recount text is a text that tells the reader about the writers' story, action or activity.

¹³ A. S. Hornby, *Oxford Advanced.*, p. 975.

According to the Queen, 'Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative'.¹⁴ According to Pardiyono, 'Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened'. *Recount text* is text that retell about a story, experience, and other.¹⁵

Its goal is to entertain or inform the reader, and have three types of recount: Personal, Factual and Imaginative.¹⁶ In this text, the writer can give more information to the reader about the experiences and event. Besides, it can entertain the readers. Derewianka states that 'the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order)'.¹⁷ So, in this text the writer can describe the experience or chronological order to the readers.

Moreover, according to Sudarwati and Eudia Grace "the purpose of recount text is to tell the readers what happened in the past through a sequence of events".¹⁸ It means that recount text is a text used to tell the writers' experiences or events in the past to the readers.

¹⁴ [http:// Queen "Quantum Enterprise Education".com](http://Queen-Quantum-Enterprise-Education.com)

¹⁵ Dody Mulyadi, "Implementasi Pembelajaran Teks Recount:(Studi Kasus Kelas VIII Smp N 8 Bandung", dalam www.google.co.id diunduh pada 10 Februari 2015

¹⁶ www.englishindo.com, diunduh pada 26 Desember 2014.

¹⁷ Dody Mulyadi, *Implementasi Pembelajaran.*, p. 20

¹⁸ Th. M. Sudarwati, Eudia Grace, *Look Ahead 1*, (Jakarta: Erlangga, 2007), p. 30.

From the definitions above, the writer concludes that recount text is a text that retells events or experiences in the past. The text is used to inform or to entertain the reader.

b. The Performance of Writing Recount Text

1. Knowing what is Recount

Recount text is a text which retells events or experiences in the past.

2. Choose one of the Theme

A well-structured recount includes details of the event or topic and personal opinions.

Written recounts often start with a heading or title. Letters and journal entries do not usually have a title. Oral recounts might have a title if you are giving a presentation. If you are just talking with friends a title is not usually needed.

3. Structure

The introductory paragraph, or orientation, of a written recount introduces the topic or event. This paragraph introduces who, what, where, when, why and possibly how.

The following body paragraphs will recount the sequence of events. This is where the recount is told in chronological order (the order that the events happened).

The conclusion, or re-orientation, is where the writer or speaker can give personal opinions about the topic or event. The writer or speaker

may also comment on how this event or topic may affect other things in the future.

4. Language Features of Recount

The language features are as follow :

Using nouns and pronouns (e.g : David, we, his)

Using past tense (e.g : we went for a trip to the zoo)

Using time conjunctions (e.g : and, but, after, finally)

5. Preparing a recount

The factual information in a recount must be accurate. Recounts can also include the speaker's or writer's personal thoughts on the event or topic. Recounts are written in the past tense because they tell about something that has already happened.

When writing your own recount, it is important to write everything down in the order that it happened. Use words that show when something happened as well as action words to tell how it happened. You may also include other people's opinions or quotes on the topic or event.¹⁹

c. The Example of Recount Text

¹⁹ Skwirk, Online Education.com, diunduh pada 20 Agustus 2015

Below is the example of recount text.²⁰ In the following text there are the generic structure inside, namely orientation, event and reorientation

Going to the Zoo

The third years students of SMP 1 went on a picnic on the 23rd October last year. They went to the museum, and the zoo. After visiting the museum, they went to the zoo. The students got some explanation from their teacher before entering it. The teacher distributed the tickets to them. They had to show the tickets to the guard then they entered one by one.

Ali, Umar and I were always in one group. First, we visited the elephants. There were four elephants in the cage. I threw some peanuts to the monkeys. They caught and ate the peanuts happily. We went to see the lions, the tigers, the crocodiles, the snakes and the other animals.

We were in the zoo for two hours. Before leaving the zoo, we noted down what we had observed. All of the students were very busy with their tasks. They had to make a report about visiting the zoo. They did it for about thirty minutes. Then they went out, and had their lunch together outside the zoo. They left the zoo at two o'clock.

In summary, the picnic was really enjoyable. The zoo so impressive with many kinds of animals. We felt very tired, but we were happy.

Pendamping belajar siswa (Ratih)

Orientation	The third years students of SMP 1 went on a picnic on the 23rd October last year. They went to the museum, and the zoo. After visiting the museum, they went to the zoo. The students got some explanation from their teacher before entering it. The teacher distributed the tickets to them. They had to show the tickets to the guard then they entered one by one.
Event	Ali, Umar and I were always in one group. First, we visited the elephants. There were four elephants in the cage. I threw some peanuts to the monkeys. They caught and ate the peanuts happily. Then we went to see the lions, the tigers, the crocodiles, the snakes and the other animals.

²⁰ Y. Edi Widodo, *pendamping belajar siswa smp kelas viii.sekawan klaten*.p 26

	We were in the zoo for two hours. Before leaving the zoo, we noted down what we had observed. All of the students were very busy with their tasks. They had to make a report about visiting the zoo. They did it for about thirty minutes. Then they went out, and had their lunch together outside the zoo. They left the zoo at two o'clock.
Reorientation	In summary, the picnic was really enjoyable. The zoo so impressive with many kinds of animals. We felt very tired, but we were happy.

3. The concept of Think-Talk-Write Strategy

Think-Talk-Write strategy is one of methods in cooperative learning model. It means that the students work in a group in doing an assignment from the teacher.

Cooperative learning is appropriate with human nature as a social creature that has the dependence with others, purpose and responsibility. Therefore, in cooperative learning model students are thought to share the knowledge, experience, responsibility and assignment. Cooperative learning is a miniature of society life. So, with cooperative learning the students also can learn about life condition in the society.

According to Davidson 'Cooperation is to work or act together or jointly and strive to produce an effect'.²¹ To produce a product all members have to make cooperation by working and acting together.

²¹ Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar, 2013), p. 30.

Roger explains that ‘cooperative learning is group learning activity organized in such a way in which learning is based on the socially structured change of information between learners in a group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others’.²²

Furthermore Robert argues that “Cooperative learning refers to many kinds of teaching method in which students work in small groups to help each other in learning material”.²³ On the other word the methods used in the teaching and learning process where the students work and act together in a group in producing the product or doing the task can be called as cooperative learning.

From this elaboration, the experts created some methods that more specific to prop up the cooperative learning application such as Learning together Method (Johnson and Johnson), Group Investigation Method (Sharan), Student Team Learning Method (Slavin) and others.

Acording to Heather Wolpert Gawron Think-Talk-Write is a strategy I originally learned from the California writing project. For secondary students, this strategy is vital. The students used TTW and work with partners. Working with partners and reading/talking about what we are learning or what they have written about helps students retain information and helps them learn how to get better in communicating their

²² *Ibid.*, p. 29.

²³ Robert E. Slavin, *Cooperative Learning: Teori, Riset dan Praktik*, diterjemahkan oleh Narulita Yusron, dari judul asli *Cooperative Learning: Theory, Research and Practice*, Bandung: Penerbit Nusa Media, 2005), p. 4.

knowledge. But with teenagers especially, brainstorming and discussion is key in honing in on the highest-level (or appropriate) ideas on which to write.²⁴

According to Edith Babin and Kimberly Harrison Think-Talk-Write is often seen as an alternative to the Cognitive Model of composing. He opposes the “think-write” metaphor of writing and describes his method as based on the “paradigm of responsive man” as opposed to the “paradigm of metalistic man”. Therefore, think-talk-write model give attention to students’ observable behaviors which can be change.²⁵

Rosemary Fryer said that Think-Talk-Write is set a purpose, set a goals and model. Give the students the reasons for the work, and than state the targets students will avhieve and the last make your thinking transparent, show students how. Rosemary Fryer conclude that from the case her student, her student name is Aron.²⁶

Think-Talk-Write is an a strategy introduced by Huinker and Laughlin these strategies basically built through thinking, speaking, and writing.²⁷

4. The Principle of Think-Talk-Write Strategy

²⁴ Heather Wolpert Gawron, “*Writing Behind Every Door (Teaching Common Core Writing in the Content Areas)*”, Routledge, New York 2014, p.131.

²⁵ Edith Babin and Kimberly Harrison, “*Contemporary Composition Studies A Guide to Theoriests and Term*”, Greenwood Press 1999, p. 249.

²⁶ Randi Stone, “*Best Practices for Teaching WRITING (what award-winning classroom teacher do)*”, Corwin Press, California 2007, p.51.

²⁷ Yohana Faulina Tambunan and Amrin Saragih, *Improving the students’ achievement in writing descriptive paragraphs by applying Think-Talk-Write strategy.* p.2

From David W. Johnson and Roger T. Johnson the principle of TTW Strategy are in five types :²⁸

1. Positive Interdependence

Students perceive that they need each other to complete the group's task. Teachers may structure positive interdependence by establishing mutual goals.

2. Face-to-Face Promotive Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates.

3. Individual Accountability

Each student's performance is frequently assessed and the results are given to the group and the individual.

4. Interpersonal and Small Groups Skill

Groups cannot function effectively if students do not have and use the needed social skill. Collaborative skill include leadership, decision-making, trust-building, communication and conflict-management skills.

5. Group Processing

²⁸ David W. Johnson and Roger T. Johnson, " *Cooperative in the classroom*" Edina MN, Interaction Book Company 1991, p.1

Groups need specific time to discuss how will they are achieving their goals and maintaining effective working relationships among members.

5. The Techniques, Procedure and Steps of Think-Talk-Write Strategy

According Huinker and Laughlin clarifies that the processes of Think-Talk-Write are in three procedures, they are: ²⁹

1. Think

In this step, student are engaged in thought-a reflective dialogue with themselves. The students write down the ideas and anything they are thinking about something in their own language in a piece of paper.

2. Talk

The next step is talk activity which is the student begin talking. In talking step, the student divided into groups of four or five academically. This step allows students to discuss about what they have done in the first step. In this step, the students reflect, arrange, and share ideas in group discussion form. In addition, Reid in Huinker and Laughlin say that by talking to a sympathetic partner, a student can test ideas, explore words,

²⁹ Novita Sari, Saunir Saun and Rusdi Noor Rosa, “*The Effect Of Using The Think-Talk-Write Strategy In Teaching Writing An Analytical Exposition Text Toward Grade XI Students Writing Achievement At SMA N 10 Padang*“, JELT Vol 2 March 2014, p.214.

experiment with different methods of organization and not lose valuable thoughts.

3. Write

In this step, the students write the result of discussion they get from the previous step.

According to Silver and Smith think-talk-write is filed and provides task that allow students to engage actively thiking, encourage and listen carefully presented ideas that students orally and in writing,to consider and provide information on what students explored in the discussion, and to monitor, assess and encourage students to actively participate.³⁰

According to Silver and Smith there are series that should be follow setting up (steps) Think-Talk-Write Strategy :³¹

- a) The teacher devides classroom into several groups. In group consists of 4-6 students.
- b) Teacher explain Recount Text.(Generic structure and Language Features).
- c) The teacher devides the text recount relating to students' daily environment. Example : Going to the zoo
- d) Students describe a moment of “going to the zoo” in their imagination and make notes individually small (think). Each student in a grup

³⁰ Yohana Faulina Tambunan and Amrin Saragih, *Improving the students' achievement in writing descriptive paragraphs by applying Think-Talk-Write strategy* p.2-3

³¹ *Ibid*, p.3

discusses “going to the zoo” individually, what they think about the text. This activity are intended for the students to distinguish or bring together the ideas containing in the readings and than being translated into their own language it self.

- e) Students discuss with their friends in the groups the content of the note they made (talk). In this activity, students discuss the result of a collection of ideas that they make individually in the note about what they know about the zoo.
- f) After students collect and discuss the results of their ideas, they conclude the results of their ideas into a text recount and then they determine where the generic structure of the text that they make (write).
- g) The final activity is that the students are write down the text recount that they make in a paper.

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the action hypothesis “Think-Talk-Write (TTW) strategy can improve the students’ writing performance at the eighth graders of SMP N 5 Metro in the Academic year of 2015/2016.”

CHAPTER III

RESEARCH METHOD

In this chapter the writer was discussed about the research methodology. The topics that had be discussed in this chapter are the setting of the research, the object of study, the action plan, the data collection method and the data analysis technique.

A. Setting

This research was conducted at SMP N 5 Metro where located in Jl. Budi Utomo Rejomulyo Kec. South Metro. The head master of the school is Suyono, S.Pd. There are twenty four classes in SMP N 5 Metro, eight classes of the seventh grade, seven classes of eight grade and nine others of ninth grade. In this research, the writer applies the classroom action research. This research is about improving the students' writing recount text performance by using Think-Talk-Write (TTW) strategy at the eighth graders of SMP N 5 Metro in Academic Year of 2015/2016.

B. Object of Study

The object of this study is the students' writing recount text performance on the eighth graders of SMP N 5 Metro and the subject is the students of the eighth graders of SMP N 5 Metro, academic year of 2015/2016. Total of the eight grade student of SMP N 5 Metro are 213. There are eight classes of the eight graders of SMP N 5 Metro but the writer chooses one of these classes. In conducting this research, the writer chooses class VIII

G that consists of 25 students because the students in the class have low score in writing performance.

C. Action Plan

In conducting this research, the writer uses classroom action research. According to Elliot “action research is the study of a social situation with the view to improving the quality of the action in it”.¹ Dick states that ‘ action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time’.²

Furthermore, action research can be defined as a method used to increase and modify the working system of classroom in school”.³ It is stated by Yoghes Kumar. In other words research is the way to correct and improve the working system or the process of teaching and learning in the classroom.

From the quotations above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The writer hopes that this action research can improve the students’ writing performance on recount text by using Think-Talk-Write strategy.

¹ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 5

² Patrick J. M. Costello, *Action Research*, (London: Continuum, 2003), p. 4

³ Yogesh Kumar Singh, *Fundamental of Research Methodological And Statistic*, (New Delhi: New Age International, 2006), p. 261

In conducting a research, there are purposes that want to be reached by the researcher, including this classroom action research. Jean McNiff and Jack Whitehead stated that action research is a name given a to a particular way of researching your own learning.⁴ Furthermore, Yogesh explained the objectives of action research as follows⁵:

1. To improve the working conditions of school plant.
2. To develop the scientific attitude of teachers and principals of studying their problems.
3. To develop the democratic attitude among the students and teachers for understanding and solving their problem.
4. To bring excellence in the school workers.
5. To develop the ability and understanding among administrators to improve and modify the school conditions and make it more conducive.

From the quotations, the writer concludes that classroom action research is conducted to improve and correct teaching and learning process in the classroom.

⁴ Jean McNiff with Jack Whitehead, *Action Research : Principles and Practice* Second Edition, (London and New York: Routledge, Falmer Taylor and Francis Group, 2002), p.15

⁵ Yogesh Kumar Singh, *Fundamental of Research Methodological And Statistic*, (New Delhi: New Age International, 2006), p. 266

In conducting the classroom action research there are some cycles that must be done. Bellow is figure of step in the classroom action research. This figure will explain about how the steps are conducted.

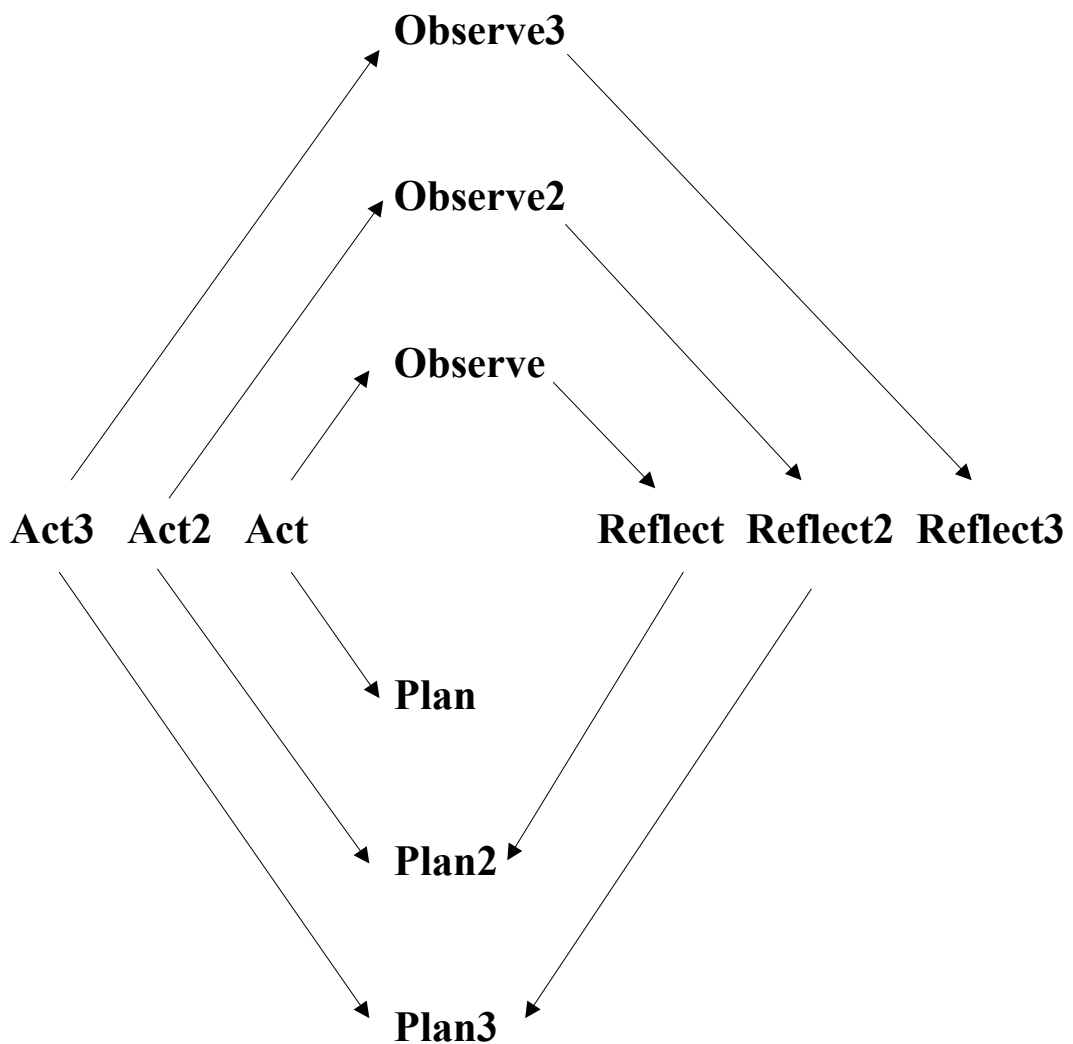


Figure 1. An extended action research model.⁶

⁶ Patrick J. M. Costello, *Action Research.*, p. 8

From the figure of classroom action research model, the writer concludes that classroom action research is a process that has cycles which have four aspects (planning, acting, observing and reflecting). Those aspects are to increase the result and quality of teaching and learning process.

In the classroom action research, the writer has to implement the good procedure as well. In this research one of the procedures is that the writer has to conduct at least two cycles. If the first cycle fails, it will be continued in the second cycle and so on. It will be conducted for the purpose of increasing the students' writing performance. The classroom action research that will be conducted by the writer can be illustrated as follows:

1. Cycle 1

a. Planning

Planning was the first step and it is prepared before doing an action.

The activities are:

- 1) Preparing lesson plan, step of action and material.
- 2) Making observation sheets and list of students' names.
- 3) Making tests used in pre-test and post-test.

b. The Implementation of Action

In this action, the writer will do pre-test, treatment and post-test to the students. The students are instructed to write the simple recount text before and after the treatment. This action will be done in four meetings. In this implementation, the writer follows the schedule of English

subject in the class. The time allocation for each meeting is 2 X 45 minutes.

In the implementation action there are some activities as follows:

1. Pre teaching activities
 - a) Greeting, pray together, and check attendance list.
 - b) The writer divides the material and chooses material going to teach.
 - c) The writer inform about the material was discussed to give description to the student.
2. While teaching activities
 - a) The writer gives instruction to the students before conducting pre-test to write about their activity that is done in the past.
 - b) The writer gives a topic to the students for example, going to the zoo.
 - c) The writer asks the students to write about going the topic.
 - d) Then, the writer checks students' assignment.
 - e) Before doing the treatment, the writer explains the Think-Talk-Write strategy and its procedure.
 - f) The writer gives a treatment to the students by using Think-Talk-Write strategy in learning process.
 - g) The writer divides the students to some groups. Each group consists of 5 students.

- h) The writer explains about Recount text to the students and gives its example.
- i) The students discuss it with their friend in a group and ask to their friend if there is difficulty in understanding the material.
- j) Each group is asked to make one text of recount.
- k) After the treatment the writer gives post-test to the students.
By asking the students to make recount text based on the topic that was given.

3. Post teaching activities

- a) The students ask and discuss the difficulties of the lesson
- b) Make the conclusion of the material together.
- c) The writer gives homework in order to make the students more understand.
- d) Close the lesson by praying.

c. Observing

In this part the writer was observed the teaching and learning process was conducted. The writer was observed it by using observation sheet. When the writer conducts the teaching and learning process, the observation is conducted well. The crucial things in the process of teaching and learning are observed by the writer. From the observation sheet the researcher get to know the students' result, performance, motivation and students' writing error.

d. Reflecting

The last step in this process is reflecting where the writer analyzes and discusses the observation sheet and result of teaching and learning process. The writer was analyzed and evaluated the quantities data from assignment score and collect the data from teaching and learning process. Then, the writer was reflected by seeing result of the observation sheet, assignment score and teachers' comment.

2. Cycle 2

a) Planning

1. Studying the result of reflecting on cycle 1
2. Preparing the lesson plan.
3. Preparing the material and learning media.

b) The Implementation of action

This is like in the first cycle where there are 3 activities in teaching and learning process, pre-teaching, whiles teaching and post teaching.

1. Giving the students motivation to study harder.
2. Doing the treatment by using circle of learning method.
3. Giving post-test after the treatment.

c) Observing

The collaborator observes and collects the data when the learning process is conducting.

d) Reflecting

The writer and collaborator discuss and analyze all of the result in order to know the strength and weakness of the action by comparing the score of pre-test and post-test.

D. Data Collection Method

In this research, the writer collects the data by using three methods. Those are test, observation and documentation.

1. Test

The writer was given the students test to know the improvement of their writing performance. The test is writing a simple recount text. It is to measure the students' skill and performance in writing especially recount text. There are two tests used in this research. Those are pre-test and post-test.

a) Pre test

Before doing the treatment the writer was given the students pre test by asking the students to write recount text based on the topic given.

b) Post test

Post test was applied after doing the treatment. It is implemented in order to know the students' writing performance. The test is like the pre-test where the students are asked to write recount text, but the topic given in the post-test is different.

2. Observation

In this research the writer uses observation to see the condition in teaching-learning process. In this research the writer observes the students' activities in teaching and learning process to know how the process of teaching and learning is held. In doing the observation the writer makes the observation sheet that contains of list of students' activities.

3. Documentation

Documentation is the way that was used to get more information about the setting of the research. In this research, the researcher took the data from the school about total of the students, the teachers and the condition of the school.

E. Data Analysis Technique

In this research, the writer was conducted the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the writer also compare between pre-test and post-test score. Then, the results will be matched with the minimum standard in the school. In the eighth grader of SMP N 5 Metro the minimum standard in English subject is 70. If 70 % of the students get score at least 70 in the post test, it means that Think-Talk-Write (TTW) strategy can improve the students' writing performance on recount text.

If there are some students that are not successful in cycle 1 it means that the writer has to conduct the cycle 2. If in the cycle 2 there are some students that are not successful, the cycle 3 has to be conducted and so on. But if in the cycle 2 all of students are successful, the cycles are able to be stopped because in the classroom action research (CAR) the minimum cycle that must be conducted are two cycles.

Below is the formula to analyze the data and to get the average:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

$$\begin{aligned}\bar{X} &= \text{Average} \\ \sum x &= \text{Total of score} \\ N &= \text{Total of the students.}^7\end{aligned}$$

F. Indicators of Success

⁷ Timothy C. Urdan, *Statistic in Plain English 2nd*, (London: Lawrence Erlbaum Associates Publisher, 2005), p.8.

Furthermore to know the gain of the research, the writer compared between pre-test and post-test. The students are called success if 70% students get 70 and 70% active in learning process, with the criteria:

1. The students' writing must be balance with the title.
2. The students use the mechanic in writing, demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.
3. The students able to use the effective complex, construction, few errors of agreement tense number, word order, article, pronoun and preposition.
4. The students can use vocabularies on their writing.