

**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**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1)
Degree*



By:

**NOFITA SARI
2009/12219**

Advisors:

- 1. Drs. Saunir Saun, M.Pd.**
- 2. Rusdi Noor Rosa, S.S., M.Hum.**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
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HALAMAN PERSETUJUAN

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

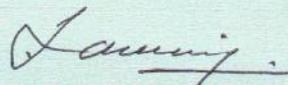
Nama : Nofita Sari
NIM/BP : 12219/ 2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2014

Disetujui oleh:

Pembimbing I

Pembimbing II



Drs. Saunir Saun, M.Pd.
NIP. 19541228 197903 1 002



Rusdi Noor Rosa, S.S., M.Hum.
NIP. 19770818 200312 1 001

Diketahui,
Ketua Jurusan



Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001

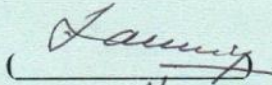
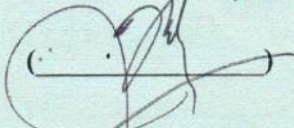


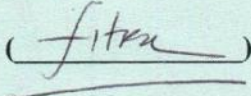
HALAMAN PENGESAHAN

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

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Nama : Nofita Sari
NIM/BP : 12219 / 2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2014

Nama	Tim Penguji	Tanda Tangan
1. Drs. Saunir Saun, M.Pd.	Ketua	
2. Rusdi Noor Rosa, S.S., M.Hum.	Sekretaris	
3. Dra. Yenni Rozimela, M.Ed., Ph.D.	Anggota	
4. Dr. Refnaldi, S.Pd., M.Litt.	Anggota	
5. Fitrawati, S.S., M.Pd.	Anggota	

ABSTRAK

Sari, Nofita. 2014. *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*. Skripsi. Padang. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini adalah penelitian eksperimental yang bertujuan untuk mengetahui apakah penggunaan strategi *Think-Talk-Write* dalam pengajaran menulis *analytical exposition text* memberikan dampak yang signifikan terhadap kemampuan menulis siswa kelas XI SMA N 10 Padang. Penelitian ini dilaksanakan di SMA N 10 Padang pada semester ganjil tahun pelajaran 2013/2014. Metode penelitian adalah *quasi* eksperimen dan desain penelitian adalah *posttest-only design* karena penelitian ini hanya melihat apakah ada pengaruh perlakuan pada kelas eksperimen terhadap hasil menulis siswa dibandingkan dengan kelas kontrol. Populasi penelitian ini adalah seluruh siswa kelas XI sedangkan sampel penelitian adalah kelas XI IPS 1 dan XI IPS 2. Kelas eksperimen ialah kelas XI IPS 2 dan kelas kontrol ialah kelas XI IPS 1 yang sama-sama berjumlah 24 orang siswa. Kedua kelas diberikan tes akhir berbentuk esai dengan topik dan waktu yang sama. Hasilnya dijadikan sebagai data yang akan digunakan untuk melihat perbandingan hasil kedua kelompok.

Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelas eksperimen lebih tinggi daripada kelas kontrol yaitu 71.33 : 66.59. Selain itu, berdasarkan analisa statistik (uji t) yang menggunakan *software MINITAB*, maka diperoleh nilai P (0.026) lebih kecil daripada nilai *alpha* (0.05). Seterusnya, nilai *t* (2.33) yang didapat lebih besar daripada nilai *t-table* (1.690). Hasil tersebut menyatakan bahwa terdapat perbedaan nilai yang signifikan pada kedua kelompok. Jadi dapat disimpulkan bahwa hipotesis yang menyatakan strategi pembelajaran *Think-Talk-Write* memberikan pengaruh yang signifikan terhadap hasil tulisan siswa dapat diterima.

Kata kunci : the Think-Talk-Write, strategi, kemampuan menulis, *analytical exposition text*

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“Sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu telah selesai (dari suatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Tuhanmulah hendaknya kamu berharap”.
(Q:S Alam Nasyrat: 6-8)

Alhamdulillah rabbil ‘Aalamiin. I would like to express praise to Allah SWT, the Almighty and the most Worthy of praise, who has given chance, knowledge and strength in finishing this thesis entitled “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”. I also send *shalawat* along with greetings to the prophet Muhammad SAW, the last prophet, and the greatest leader of human being.

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CHAPTER I INTRODUCTION

A. Background of the Problem

In teaching and learning English, there are two aspects that should be concerned. The first one is the language skills such as speaking, listening, reading, and writing. The second one is the language components such as vocabulary, pronunciation, and grammar. These two aspects are taught in order to make the students achieve the ability to deliver their ideas either in spoken or written form.

Writing skill is a productive skill which focuses in producing and creating information in written form. By writing the students can explore their mind, thought, ideas, feeling, and others. In order to make the students master the writing skill, it is developed in the teaching learning process.

Based on current curriculum that is KTSP (*Kurikulum Tingkat Satuan Pendidikan*), one of the purposes of Senior High School students in learning English is the students can develop the communication competence in oral and written form to achieve informational literacy level. In other words, in this level the students are hoped to be able to access knowledge with the language ability they have. Furthermore, the goal of writing English is the students are able to reveal the meaning and rhetorical steps in written text. In order to reach the goal itself, teaching and learning process should be directed to students in producing text by the goal of the generic structure and also the use of correct language features.

There are several types of text that are introduced to the students. The types are transactional – interpersonal text, functional text, and monolog text. The first one is transactional and interpersonal text. Transactional text is a dialog that has to do if you want to get something done while interpersonal text is a dialog that is used to socialize because there is somebody around you. For example, introduction, gossiping, chatting, showing happiness, showing sympathy, giving instruction, etc.

The second one is functional text which is a text that helps readers perform or function in their daily lives. This text consists of information or direction to help readers. Some examples of functional texts are announcements, advertisements, invitations, recipes, dictionary, and others. The last one is monolog text that consists of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

In the first semester of academic year 2013/2014, the second grade students are taught report, narrative and analytical exposition text. Based on the preliminary study at grade XI in SMA N 10 Padang by interviewing students and teacher and also from students' writing, it can be seen that the students had some problems in writing analytical exposition text. On the other hand, the target that must be achieved by the students is high. It means that the standard of score that the students must pass is 80.

The first problem was about generating and organizing ideas. The students admitted that it was so difficult to find ideas to be written and how to

write it in good arrangement. The problem in generating ideas can be seen as the students spend long time in thinking and brainstorming ideas. Moreover, from the students' writings, it was found there were many mistakes that the students have done in organizing ideas. There were main ideas in a paragraph caused the paragraph has more than one meaning.

The second problem was about vocabulary, especially the choosing of words that they are going to use to describe what they mean. They are not able to say the words in English. They tend to use Indonesian style of English to translate the words. The third problem dealt with grammatical use. In the students' writings, it was found that they were still lack of grammatical mastery. In fact, as the writings is not in good grammar, the reader cannot catch and comprehend the idea of the writer.

There were so many problems that the students faced in writing an analytical exposition text, but the most urgent problem was about generating and organizing ideas. From 24 papers of students' writing an analytical exposition text which was used as preliminary data found that there was 73.7 % students got score less than 70 in generating and organizing idea. As a result, this problem will be the most important thing to be solved because without a good idea and a good arrangement of ideas, writings will be nothing and the reader will not be able to comprehend what is the writings telling about.

Actually, the teacher used a strategy to overcome this problem. In the process of teaching, the teacher gives an example of the text, and then the teacher explains the generic structure and language features of the text. After that, the

teacher presents a picture about the topic that the students are going to write. Then, students are asked to write a text with guided by the picture. However, this conventional teaching strategy (a strategy that is usually used by teacher) cannot increase the ability of students in writing an analytical exposition text. In fact, this strategy has a weakness: it is monotonous because there is no chance for students to discuss their ideas and how to arrange it well with their friends.

One suggested strategy that can help students to overcome the problems and develop their ability in writing an analytical exposition text is the Think-Talk-Write strategy. The Think-Talk-Write strategy is started with how the students think the solution of a problem and then followed by communicating the result of their thinking through a discussion. Moreover, from that discussion the students write down the final result of their thinking. The activities of thinking, talking and writing are teaching and learning activities that give chances to the students to actively participate. By doing these activities, automatically the students develop their language skills especially when they share the ideas, discuss the problem and write the discussion result.

According to Huinker and Laughlin (1996:81), the phases in the Think Talk Write strategy are: Think, Talk and Write. In Think phase, the students think the ideas about the topic they get and write down in a small note. In Talk phase, the students work in group and then they share ideas that they have made in the small note, discuss and solve the problem they face. After the discussion ended, the students write down the result of discussion. This phase is called Write phase.

In order to solve this issue, this research was about “*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.*”

B. Identification of the Problem

There are some ways in teaching writing an analytical exposition text to the students which are the use of media and strategy. Firstly, the use of picture or video as media in teaching an analytical exposition text can stimulate the students’ background knowledge to write the text. Secondly, the use of appropriate strategy can help the students to construct a writing easily. However, the teacher tended to apply a strategy that does not make the students become active and find ideas to be written. Moreover, it is difficult for students to have a good writing achievement about analytical exposition text because they are not treated by a suitable strategy. This study identified the use of the Think-Talk-Write strategy as a strategy to help students in writing analytical exposition text and to see whether it gives significant effect or not.

C. Limitation of the Problem

There are several strategies that can be applied in teaching writing analytical exposition text. One of the appropriate strategies is the Think-Talk-Write strategy. The discussion of this research was limited to see a significant effect of using the Think-Talk-Write strategy toward students’ writing achievement. This focused on the second grade students in the first semester at SMA N 10 Padang registered in 2013/2014 academic year in teaching an analytical exposition text.

D. Formulation of the Problem

The problem of this research was formulated in the following question:

“Does the use of the Think-Talk-Write strategy in teaching writing an analytical exposition text give a significant effect toward the second grade student’s writing achievement at SMA N 10 PADANG?”

E. Purpose of the Research

The purpose of this research was to find out whether teaching writing an analytical exposition text to senior high school students by using the Think-Talk-Write strategy gives a significant effect toward students’ writing achievement or not.

F. Significance of the Research

It is expected that the finding of this research will give contribution to the English teaching development both practically and theoretically. Practically, it is hoped that the contribution of Think-Talk-Write strategy makes the teaching and learning writing become interesting and active because in this strategy there will be thinking, talking and writing activity. As a result, the class will not be monotonous and the writing of students will be better. Further, in the term of theoretically, the theory of Think-Talk-Write strategy provides useful reference for the reader especially for the teacher of English and students in increasing writing achievement.

G. Definition of Key Terms

1. Analytical Exposition text : a kind of text whose purpose is to argue that something is the case.
2. Think-Talk-Write : a cooperative learning strategy that includes three phases to improve the student's writing skill.
3. Conventional Teaching Strategy : a strategy that is used by the teacher in the school.
4. Student's Writing Achievement : level of attainment in writing skill which is usually estimated by performance on a test.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing

Writing is one of English skills which the students must understand and comprehend. By doing writing, the student can explore what they have in their mind if it is meanings, opinion, feeling, ideas, thought, or others in written form to the reader. This statement agrees with what Hyland (2003:9) says, "writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views about a topic". In other words, writing is a medium or tool that a writer can explore and transform everything in his/her mind on it.

Harmer (2001:255) says, "writing skill consists of a number of conventions. Apart from grammar and vocabulary, there are issues of letter, word, and text formations, manifested by handwriting, spelling, and layout and punctuation". It means that the structures of writing are more complex. So, it can be indicated that all about the component of writing are very important. Students are not just only aware of the structure of sentences and the vocabulary used but also they have to acquire the more detail components.

Zamel (in Hyland, 2003:11) determines that writing is a non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning. It means that in writing, a writer must not follow the processes of writing regularly and neatly but he or she can do jumping to any of the kinds of processes. It can be said that a writer is able to do

returning to library for more data, evaluating writing, revising, or rewriting although the text has been produced at all. The writer may get an entirely new idea about format organization while do drafting or may change mind about appropriate content while do revising.

Furthermore, Harmer (2004:4) emphasizes four things that must be considered in writing. First, writing process – that is the stages a writer goes through in order to produce something in its final written form. Second one is content of the writing or the subject matter of writing. Third, the type of writing for example shopping lists, letters, essays, reports, or novels. The last one is the medium it is written in for instance pen and paper, computer word files, live chat and others. So, the writing process is not as simple as other skills. It needs many things that start from the process, the matter, the type of writing and the medium to write to.

Grabowski (in Alderson and Bachman, 2002:4) notes that:

Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties... The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard.

It is clear that writing skill has standard system those others English skills do not have. Because of this special difference, writing should be taught specially. Obviously, in writing skill students must do longer and unusual instructions such as many processes of writing. Moreover, writing is highly valued in educational settings and the standardization of writing means that accuracy in writing is frequently more important than accuracy in speaking.

In conclusion, writing is a tool to communicate with others which a writer can transform meanings, opinion, feeling, ideas, thought, or others in written form. By writing, a writer can convey and send the meanings to the reader. In order to make the reader can understand the meanings the writer should create a good writing by going through some processes.

B. Teaching Writing

According to Nunan (2003:92), there are four principles in teaching writing: (1) Understanding the student's reasons for writing. (2) Providing many opportunities for students to write. (3) Making feedback helpful and meaningful. (4) Clarifying for the students how their writing will be evaluated.

In conclusion, the principles in teaching writing have to be understood and comprehended by teacher as well as students. The students need more practices in creating and producing writing and then they need feedback to make their writing to be better. Finally, the evaluation of writing is not the exception for students to know.

There are three stages of teaching writing:

1. Pre-writing

In this pre-writing stage, the students are getting ready to write and they are planning out what is going to be written. So, the teacher should provide more time for the students to organize the ideas that they are going to write. As stated by Langan (2012:16) a writer may have trouble getting started writing. All writers requires much time in pre writing activity because they have to gather and generate ideas and information.

In the pre writing stage the students do the things before they write. It is very helpful for them to get into the next stage in writing process. The most common pre writing activities are free writing, brainstorming, clustering, questioning and discussing (in Flachmann, 2011:41). So, the writer can do one of the activities even combine them to generate and gather ideas before writing.

2. Whilst-writing

The activity in this stage is writing. It means that, this stage includes activities that the students are going to do during the time of writing. The activities are such as drafting, revising and editing. The drafting consists of rough drafting and final drafting. The rough drafting focuses on when students get their ideas on paper while the final drafting focuses on when students produce their final copy.

Moreover, revising activities consists of checking the content and organization of the writing. In revising, the teacher should show students how to revise specific aspects of their writing to make it more coherent and clear. Finally, the editing is the last major activity. Palinkas and Ford (2009:33) explain that editing means looking for errors in grammar, spelling, and punctuation. The editing activity can be done by students and students or students and teacher.

3. Post writing

This stage is significant for measuring the students' writing achievement. The students can share and present their writing and also the teacher gives comment and suggestions about the writing. In other words, from this post writing

activity it can be known how well are the students in writing. Thus, in this stage the teacher is able to see whether the students are failed or successful in writing.

To conclude, in teaching writing there are four principles to be considered: understand your student's reasons for writing, provide many opportunities for students to write, make feedback helpful and meaningful, and clarify for yourself, and for your students, how their writing will be evaluated. Besides, there are three stages in teaching writing. First, pre-writing is when the writer generates ideas. Second, whilst-writing stage is as the writer does writing activity. The last stage is post-writing in which the students' understanding can be evaluated.

C. Teaching Writing at Senior High School

In teaching English in Senior High School, teacher has to treat students based on the purpose of studying English that is included in curriculum. The curriculum that is used in Indonesia now is Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum states that the standard of the competences and indicators that should be achieved by the students is based on the levels of education (in Depdiknas, 2006). The standard of competences and indicators rely on general objectives and material for the four skills; listening, speaking, reading, and writing.

This School Based Curriculum or KTSP uses Genre Based Approach. This approach is a set of instruction in teaching language that focuses the lesson on the genres. Based on Depdiknas (2006), in KTSP, the students are required to able to communicate both in oral and written competence by using many kinds of

texts. By applying this approach in teaching English writing at Senior High School, an English teacher has to direct the students to the text. There are some kinds of text that are taught to the second grade students: report, narrative and analytical exposition text. The students are taught the social function, generic structures, and lexicogrammatical features of the text. The lexicogrammatical features tell about the use of appropriate tenses, diction and structure. Each of written genres has different knowledge of social functions, generic structures, and lexicogrammatical features. So, the teacher teaches the tenses not independently but integrates to the text.

As stated in Permen RI No. 41 (2007), the implementation of teaching and learning process consists of the introductory, the core activities, and the closing (see Appendix 1). Therefore, to teach the genre, the teacher has to follow these following process:

1. Introductory

In this process, the teacher asks questions to students to activate the prior knowledge of the text that will be learned.

2. Core Activities

- a. Exploration : Teacher uses a variety of learning approaches, instructional media, and other learning resources to make the students are familiar with the text that is going to be learned.
- b. Elaboration : Teacher familiarizes the students to read and write the text.

- c. Confirmation : Teacher provides positive feedback and reinforcement in the form of oral, written, gesture, and gifts to the success of students in writing a text.

3. Closing

In this last process, the teacher and students make a conclusion about the text that has been learned.

D. Analytical Exposition Text

As stated by Knapp and Watkins (2005:194) that an exposition text simply starts with a thesis that puts forward a single proposition. It means that in exposition text, there will be only one viewpoint on the issue. The exposition text consists of two kinds; analytical exposition text and hortatory exposition text. In this research, it focuses on analytical exposition text.

Hartono (2005:6) says, “analytical exposition text is a text whose purpose is to persuade the reader or listener that something is the case”. So, in this text the writer tries to push the reader to a case by elaborating some arguments to convince them. In addition, Refnaldi (2010:217) states that an analytical exposition text is very effective to expose arguments to the reader as the purpose of this text is to argue that something is the case. The writer purpose in this text is to give acceptable and reasonable arguments.

There are three schematic structures of analytical exposition text, they are: thesis, arguments, and reiteration. Thesis is a core sentence that is usually located in the beginning of the paragraph. It means that it is a gate to start our arguments.

The thesis function is to introduce a writer's statement of his or her position about a certain topic or problem (Refnaldi, 2010: 217). The next stage is about arguments. After making a thesis statement, the writer must give the arguments followed by a clear elaboration. Knapp and Watkins (2005:193) mention that an argument may comprise only one point and elaboration. The purpose of these arguments is to support thesis statement that includes some reasons about what happen, how, and why, related to the problem.

The final stage in the analytical exposition text is reiteration. It is the concluding statement where the thesis is reiterated. Moreover, in this stage, the writer restates her/his position. Briefly, the writer reinforces what has been explained in the previous stage to make the readers believe or to convince the readers that what is stated in the thesis statement can be accepted.

Gerot and Wignell (1994:198) state the significant lexicogrammatical features of analytical: (1) Focus on generic human and non-human participants. (2) Use of simple present tense. (3) Use of relational processes. (4) Use of temporal conjunction. (5) Reasoning through causal conjunction. So, there are five points of lexicogrammatical features that must be in the analytical exposition text.

In short, analytical exposition text is a text with a purpose to argue that something is the case. This kind of text has three schematic structures; thesis, arguments, and reiteration. Moreover, the lexicogrammatical features of this text are using present tense, relational processes, temporal and causal conjunction. The last but not least is it focuses on human and non-human participants.

E. Cooperative Learning

Suherman et al. (2003:260) say that Cooperative Learning includes students in a small group that work as a team to solve a problem, finish a task or do something to reach a common goal. In this learning, the point should be concerned is cooperation which is the cooperation between students in group to reach learning goal. However, not all of group cooperation is called cooperative learning.

As explained by Smith (in Barkley: 2005:13), there are five principles of cooperative learning:

1. Positive interdependence. It is established in the group through adoption of different roles that support the group moving to complete a goal.
2. The supporting interaction. Peers are hoped to interact, support and help each other.
3. Individual and group accountability. The group has responsibility to reach goal.

As a result, every members also has to give their contribution about the problem they are solving because it is not only group will be assessed but also individual.

4. Development of interpersonal and small group skills. Every student is required to learn the material, interpersonal skill and small group so that they can participate well in a team work.
5. Group processing. The students have to learn evaluating the productivity of their own group. They have to decide what should be continued or changed

from their group. Moreover, they also have to describe what members' action is useful or not for their group.

From the explanation of elements above, it can be said that in cooperative learning the students are more active. Furthermore, the students are required to be able to give their own opinion, idea and solve the problem so that the learning goal can be achieved.

Suherman et al. (2003:261) determine that in cooperative learning, the group should be heterogeneous whether academically or characteristically. If the students who have different academic skill placed in a same group, it will give benefits for the low students. Moreover, the benefits that will be gotten by the high students are their verbal communication will increase because in group they explain more to other friends about material so that they will more comprehend it.

In order to get a good heterogeneous group, the teacher takes a position. The teacher mixes different academic abilities, ethnic background, learning styles, sex, or personal interest in a group. Academically, cooperative learning group usually consists of a high student, two average students and a low student.

Lie (2002:42) determines the procedure of grouping heterogeneous based on academic ability (see Appendix 2). It is important because it prepares its members to do well in groups. Based on the kind of grouping above, the learning will be effective and bring some benefits such as it gives chance for students to do peer tutoring, increases relationship between students and do interaction, eases class management because with a high student in a group will help the teacher to handle other students.

F. Think Talk Write Strategy

According to Reiss (2012:41) learning strategies are the keys to academic success for all students. The intelligence of students does not guarantee the success of their academic. If they do not develop a repertoire of learning techniques and know what learning needs they need, it will be useless. So, in order to get benefits from their study, students must use appropriate learning strategies.

One of the learning strategies which the students can apply is Think-Talk-Write strategy. It is a cooperative learning strategy that basically consists of thinking, talking, writing activities. Huinker and Laughlin (1996:81) say, “Thinking and talking are important steps in the process of bringing meaning into student’s writing”. In other words, it can be said that before writing a student need to think and talk about what they are going to write. It is done to make they easily write a text and their writing is valued.

Huinker and Laughlin (1996:83) clarifies that the processes of Think-Talk-Write strategy are in three steps, they are:

1. Think

In this step, students 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 on a piece of paper.

2. Talk

The next step is talk activity which is the student begin talking. In talking step, the students are 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 (1996:81) says that by talking to a sympathetic partner, a student can test ideas, explore words, 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 steps.

According to explanation above, it can be said that the thinking step can be observed when the students think about the ideas that they are going to write. Moreover, they make a note about the idea related to the existing idea. In this step, students are allowed to make it in their own language.

The next process is talking which means that the students communicate each other. In this step, the students share ideas to friends, discuss and make a solution in a group. The last process is writing. It means that the students construct ideas by writing. The students write down the result of their discussion.

In short, the Think-Talk-Write strategy can motivate students to be always active, communicative and ready to give their own opinion objectively. Moreover, this strategy also urges the students to respect their friend's ideas and train them to write down the result of discussion in talk phase into written form systematically so that they can more understand and comprehend the writing skill itself.

In addition, there are four advantages of Think-Talk-Write strategy (Lutfiyah, 2011:31):

1. The students participate actively in exploring a problem.
2. This method develops thinking, talking, and writing process which allow stimulus for students to study hard and find information from various sources.
3. The heterogeneous group increases the student's social relationship.
4. The students can construct their own knowledge from the result of discussion.

From the advantages of the strategy above, it is clear that the Think-Talk-Write strategy can improve the students' writing achievement because to make a good writing, good idea and how to construct it are very important. The Think-Talk-Write strategy provides the chance for students to get and construct the idea.

G. Previous Related Studies

There were some relevant studies concerning the effectiveness of using Think-Talk-Write strategy in writing skill. One of them was a study done by Zulkarnaini (2011). He did his study to investigate the effect of using Think Talk Write strategy in teaching descriptive text. The sample of this research was the students of the fourth grade at elementary school in Sukajadi 9. The research method used was quasi experiment. The result of this study showed that based on implementing think talk write strategy in teaching writing descriptive text, it gives positive effect. The learning by using Think Talk write Strategy more likely increased the ability in writing descriptive text than by using conventional strategy. This kind of cooperative model can increase the ability of the students to organize ideas systematically in writing a descriptive text.

Sofiyati (2012) also studied about the significant impact in teaching writing narrative text by using Think-Talk-Write strategy. The sample of this

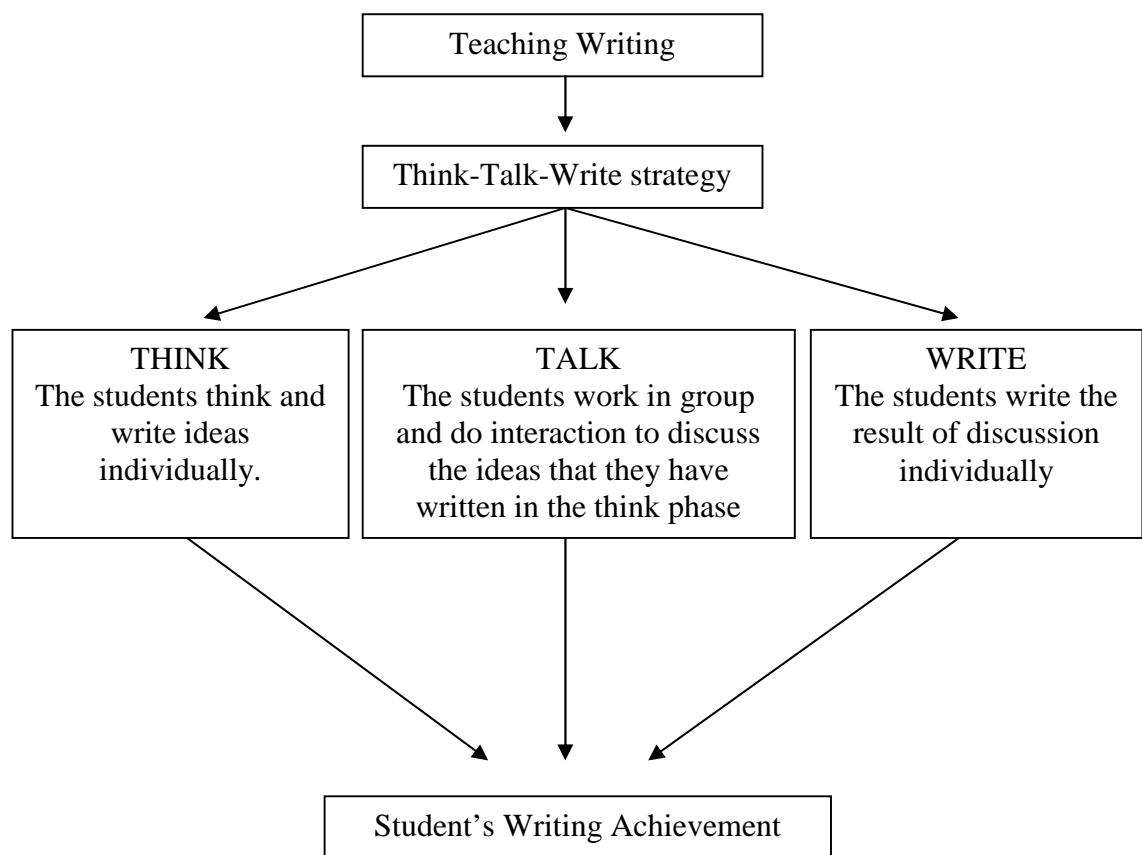
study was taken from the 36 students at the eighth grade students of SMP N 1 Kalinyamatan Jepara. All of the students were given a pre-test, a test which is given before using Think Talk Write strategy, and after they have gotten treatment, the writer gave a post-test. She found that the student's writing ability in narrative text is likely increased after being taught by Think-Talk-Write strategy.

The last research was done by Aji (2012). He investigated how the implementation of Think-Talk-Write strategy to improve students writing skill in descriptive text at eight grade of SMP N 1 Siman Ponorogo. His study was classroom action research. The instruments he used were questionnaire, observation checklists and test. The result of his research showed that Think-Talk-Write can improve the students' writing skill after have been seen from the improvement of average the students' score in cycle I and cycle II. After that the questionnaire from students also showed that the students enjoyed and become active during teaching learning process.

Two studies that have been mentioned above are addressed to descriptive text while another was addressing narrative text to the students of elementary school. The result showed that the Think-Talk-Write strategy can give significant effect to the students' marks. Thus, in this research, it would conducted a research about the effectiveness of using the Think-Talk-Write strategy in teaching writing analytical exposition text to the students of senior high school. The findings might be the same or even different from the studies before.

H. Conceptual Framework

In this research, researcher wanted to find out the effect of using the Think-Talk-Write strategy in teaching writing an analytical exposition text toward student's writing achievement. The concept of this research could be seen on conceptual framework as follow:



I. Hypothesis

The hypotheses of this research are:

H_0 : There is no significant effect of using Think-Talk-Write strategy in teaching writing an analytical exposition text to the second grade of SMA N 10 PADANG students.

H_1 : There is a significant effect of using Think-Talk-Write strategy in teaching writing an analytical exposition text to the second grade of SMA N 10 PADANG students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Related to the research findings that have been explained before, it can be concluded that the score mean of the students in experimental group who were treated by using the Think-Talk-Write strategy was greater than that of the students in control group who were not treated by the Think-Talk-Write strategy. To sum up, teaching writing an analytical exposition text by using the Think-Talk-Write strategy gives significant effect toward students' writing achievement at the second grade of SMA N 10 Padang registered in 2013/2014 academic year.

B. Suggestions

Based on the findings of research, it is strongly suggested that:

1. The teacher of English uses the Think-Talk-Write strategy in teaching writing, especially, for argumentative texts since it helps students in generating and organizing ideas in group because they have many chances to share and discuss with their friends about the ideas to be written so that their writing will be good.
2. For the next researcher, it is expected that the treatment was applied in more meeting to achieve the maximal result. In addition, the next researcher is hoped to treat this strategy not only in writing an analytical exposition text but also in other argumentative texts.

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