

**THE INFLUENCE OF USING THINK-TALK-WRITE (TTW) STRATEGY
TOWARDS STUDENTS' ANNOUNCEMENT TEXT WRITING ABILITY
AT THE SECOND SEMESTER OF EIGHTH GRADE OF MTS DARUL
ULUM BATURAJA IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By

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ABSTRACT

THE INFLUENCE OF USING THINK-TALK-WRITE (TTW) STRATEGY TOWARDS STUDENTS' ANNOUNCEMENT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF EIGHTH GRADE OF MTS DARUL ULUM BATURAJA IN ACADEMIC YEAR 2017/2018

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This research was conducted based on the preliminary research that are many students considered writing was difficult. The students still cannot develop and express their idea in writing and the class condition was less attractive. The students' announcement text writing score was below the criteria minimum mastery (KKM) at MTs Darul Ulum Baturaja. The objective of the research was to find out whether there was influence of Using Think-Talk-Write (TTW) strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in academic year 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the eighth grade of MTs Darul Ulum Baturaja. The total sample in this research was 59 students that were taken from two classes, X and O. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was announcement writing test. After giving the post-test, the researcher analyzed the data by using independent sample t-test.

From the data analysis, it was found that the result of test was t_{observed} (4.3448) with t_{critical} (2.660), it means that the score of t_{observed} was higher than t_{critical} , so H_a is accepted. So, there was influence of Think-Talk-Write strategy towards students' announcement text writing ability at the second semester of the eighth grade of MTs Darul Ulum Baturaja.

Keywords: Announcement Text, Think-Talk-Write (TTW), Quasi Experimental Design, Writing Ability.



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DECLARATION

Hereby, I state that this thesis entitled “The Influence of Using Think-Talk-Write (TTW) Strategy Towards Students’ Announcement Text Writing Ability at the Second Semester of Eighth Grade of MTs Darul Ulum Baturaja in Academic Year 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 16 April 2018

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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةَ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ

إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom (27).¹ (Q.S. Luqman: 27).

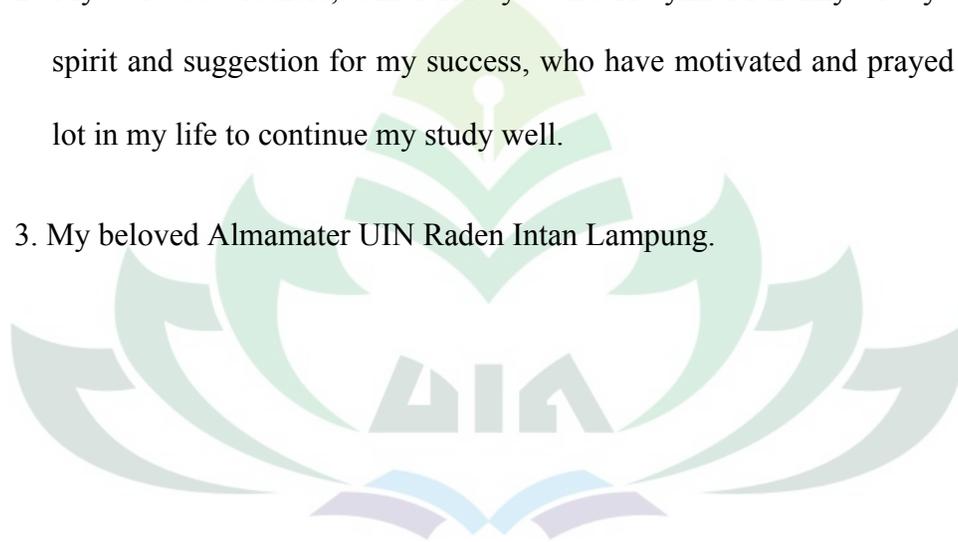


¹ Abdullah Yusuf Ali, The Holy Qur'an Text and Translation. (New Delhi: Millat Book Centre, 2006), p. 330

DEDICATION

This thesis is dedicated to:

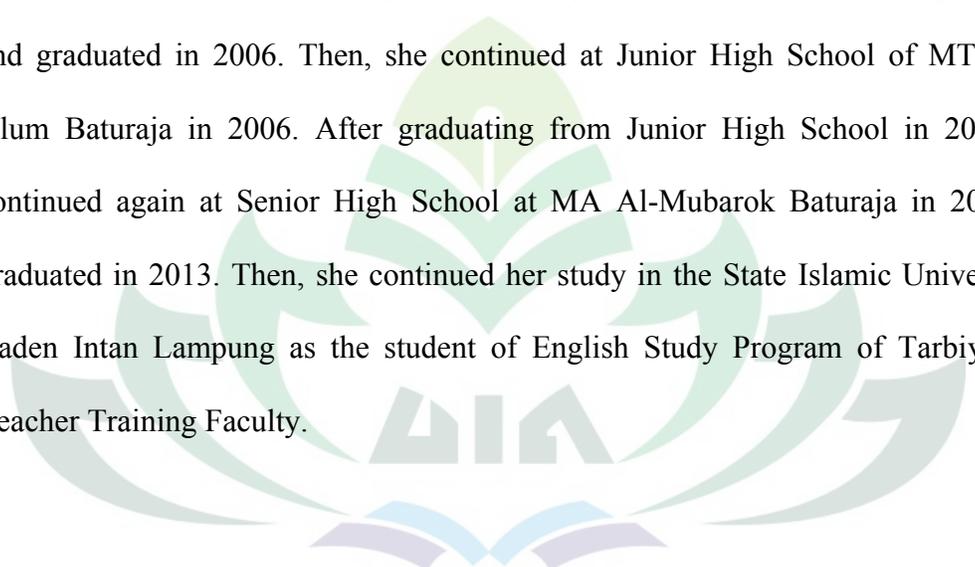
1. My beloved parents, Mr. Solihin and Mrs. Zubaidah Suhaimi always pray for my success, who have given the best inspirations, and given me motivation to study hard until now. I love them so much.
2. My beloved brothers, Umar Hidayat and Hasyim Muzakky always give me spirit and suggestion for my success, who have motivated and prayed for me a lot in my life to continue my study well.
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Anisya Rani. She was born in Kotabumi on October 8th, 1995. She is the first child of three children of Mr. Solihin and Mrs. Zubaidah Suhaimi. She has two young brothers who name is Umar Hidayat and Hasyim Muzakky.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the

thesis is useful for the researcher particularly and the readers generally,
especially for those who are involved in English teaching profession.

Bandar Lampung, 16 April 2018

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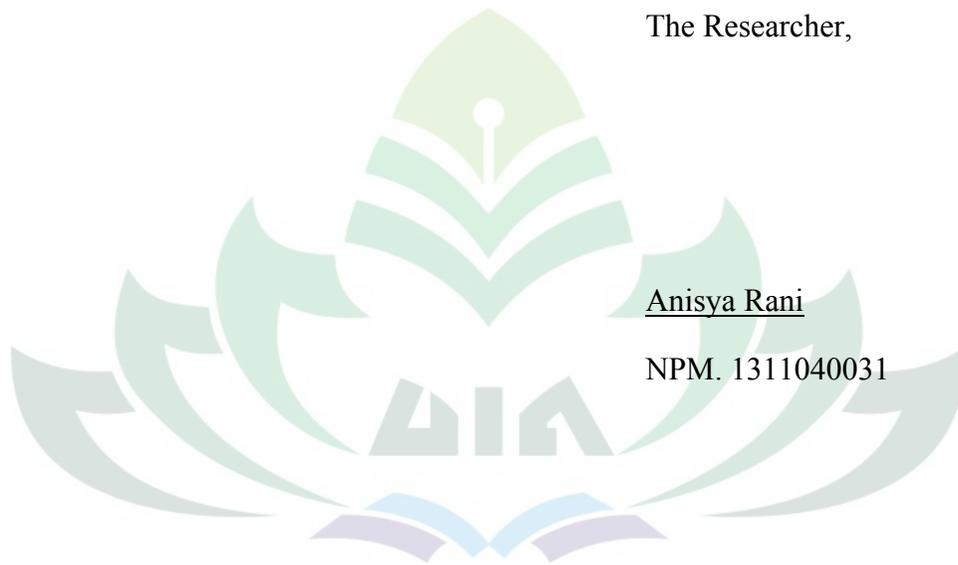


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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a very important thing for human life because language is a system communication used all people in this world. Language is used to convey meaning. People use language to communicate to each other. Brown states language is used for communication.¹ So language is a tool communicates to each other that used to express our ideas to convey particular meaning.

One of the languages in the world is English and it is an international language which is widely used by people all over the world. In fact, it is used as the first international language used by people from the different parts of the world to communicate. According to Harmer that many people learn English because they think it will be useful in some way for international communication and travel.² It means that if one nation wants to communicate with other nation, they use English language.

In teaching of English, actually teacher has to teach the four skills. They are listening, speaking, reading and writing. Generally, language can be spoken and written, so it is also necessary to learn writing. Writing is one of the basic language skills that should be mastered by Junior High School students. Writing is language skill that can be

¹H. Douglas Brown, *Principle of Language Learning and Teaching*, (4th), (New York: Longman, 2000), p.5.

²Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 1998), p.11.

used to communicate and to express with others in written form (paper). So it is the basic skill that is very important for the students.

In Islam, writing is the skill taught by Gabriel to the prophet Muhammad SAW when he got the first relevant from Allah. Allah states in the Holy Qur'an surah Al- Alaq verse 1-5:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Proclaim (or read) in the name of the lord and cherisher, who created. Created man, out of a (mare) clot of congealed blood. Proclaim! And the Lord is most bountiful. He who taught (the use of) pen. Taught man that which he knew not.”³(Q.S Al-Alaq: 1-5)

The word Qalam in the fourth verse means the tool to write (pen). It means that pen is used to write, and the result of using pen is writing. By writing the people will get some information. That is why human being needs to learn how to write correctly.

³ Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of The Meaning of The Noble Qur'an in The English Language*, (Riyadh, Saudi Arabiyah: Darussalam, 1996), p.902

According to Nunan writing is a challenging process that requires a wide range of skill. Among them are clear thinking, imagination, and the ability to organize ideas.⁴ It means that writing is one of skills that to improve students' ideas from their thinking and imagination. Writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the text.⁵ It means that writing is one of the skills in English language, and writing is challenging process considered as most difficult skill.

In teaching writing, there are some materials, one of them is short functional text. Short functional text is writing meant to help the reader accomplish an everyday task. The examples of short functional text are invitation, greeting card, announcement, label, notice, short messages, advertisement, personal letter, graphic, caution and the others. Short functional text may be seen as the easy material for the students since they meet the text in their daily life. But the difference is the language used in the text. They usually write the text such announcement in Indonesia language. The main concern is give the students knowledge about the function of short functional text itself and how the write it well. It prepares the student work at international company or public facilities.

⁴ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88

⁵ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

Based on the preliminary research, the researcher found that many of students at the eighth grade of Mts Darul Ulum Baturaja, have difficulties in understand short functional text especially announcement text. To get the data of pre research the interview schedule was applied to the English teacher and the students of Mts Darul Ulum Baturaja. Fraenkel says,

Interview schedule requires the interviews to do considerable writing, unless the interview is taped. Some interview schedule phrase questions so that the responses are likely to fall in certain categories. This is sometimes called precoding. Precoding enables the interviewer to check appropriate items rather than transcribe responses, thus preventing the respondent from having to wait while the interviewer records a response.”⁶

Besides, the researcher interviewed the English teacher that he said “the students in writing ability, especially announcement text is poor”. It happened because of some problems, the students have low motivation in writing, the students are not able to write correctly, the students have low vocabulary, the students are not interested in the writing materials. He also said the students did not have ideas on their mind what they want to write. The students often felt confused and felt bored that they want to write and felt difficult to understand language features about announcement text. It indicated that most students still faced difficulties in writing announcement text.⁷ It can be seen on the Table 1:

⁶ Jack R, Fraenkel and Norman R. Wallen. *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies. 2009), p.119.

⁷ Novianto, Interviewed of the English Teacher in MTs Darul ulum Baturaja, Lampung Utara.

Table 1
The Students' Writing Score of Announcement Text at Eighth Grade of MTS
Darul Ulum Baturaja in 2017/2018 Academic year

NO	CLASS	SCORE		TOTAL
		<70	≥70	
1	VIII A	18	11	29
2	VIII B	20	10	30
3	VIII C	19	10	29
TOTAL		57	31	88
PERCENTAGE		64.04%	34.83%	100%

Source: Document of Students' Score for Writing Announcement Text Test at Eighth Grade Students of MTs Darul Ulum Baturaja in 2017/2018 the Academic Year.

From the Table 1, it can be concluded that students who got difficulty is 57 or 64.04% from 88 students and only 31 students or 34.83 % who achieved the criteria minimum mastery score. It means that the achievement of the students' in learning writing ability especially announcement text is relatively low and not suitable from the criteria of minimum mastery (KKM) at the school, the KKM of this school is 70.⁸

⁸ *Document of Students for Writing Announcement Text Test at Eighth Grade of MTs Darul Ulum Baturaja in 2017/2018 the Academic Year.*

Besides that, the researcher interviewed with some of students. It was found that most of the students had difficulties in writing announcement text. The students were really confused, because they just sat and listened quietly to the explanation in the classroom. When the teacher gave the exercises, the students were still confused. The students did not get involved with the learning process.⁹ Then the teacher did not use an interesting strategy in teaching writing especially announcement text. When the researcher interviewed the English teacher he stated that he does not have specific strategy, he only focused on the material and the most important of the role. It means the teacher strategy is expository strategy.

Teaching learning process basically is a process in which teachers and students interacts each other. The process needs students' active role. Furthermore, the teacher should use strategy to make students enjoy, fun, and interest will support learning English. According to Hyland, writing is learned, rather than taught, and the teacher's best method is flexibility and support.¹⁰ It means that writing is a process to write something with enjoy and fun in learning English for the students by guiding the teacher to give support in writing classroom activities.

⁹ The students of Eight Grade at MTs Darul Ulum Baturaja in 2017/2018 academic year

¹⁰ Ken Hayland, *Teaching and Researching Writing* (London: Longman, 2002), p.38

One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW) strategy. Think-Talk-Write is of learning strategy which is purpose to improve students understanding ability.¹¹ It means Think-Talk-Write is strategy which is to develop students' idea understanding ability.

According to Huinker and Laughlin cited by Ratna and Giska, Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write.¹² It means that Think-Talk-Write strategy is learning strategy which basically with Think-Talk-Write. This strategy have purpose to improve students ability in writing especially announcement text.

Think-Talk-Write is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Nur Maila Kusuma about the implementation of Think-Talk-Write strategy to improve the students' motivation in writing narrative texts of eighth grade students SMP N 3 Sragen in academic year 2014/2015. It was found that teaching learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that Think-Talk-Write strategy can improve students' achievement in writing narrative texts.¹³

¹¹ Yamin Martinis, Bansu I. Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa*. (Jakarta: Putra Grafika, 2009), p.36.

¹² Ratna P.S & Giska. P, The Effectiveness of Think-Talk-Write Strategy in Teaching Writing, *Journal of English and Learning*, Vol. 2, No. 2, Mei 2015, p.2

¹³ Nur Maila Kusuma, *The Implementation of Think-Talk-Write strategy to improve the students' motivation in writing narrative texts* (Semarang: Semarang State University, 2015), Unpublished

In addition, another research conducted by Maulidah, Lailatul, and Hilayatul entitled Think-Talk-Write strategy for teaching Descriptive writing at STKIP Sidoarjo Vol. 1, No. 1, April 2013. It can be revealed that Think-Talk-Write strategy is effective to be used as an alternative strategy in teaching writing. The use of Think-Talk-Write strategy can minimize the students' difficulties in writing and help the teacher in teaching writing, especially writing descriptive text.¹⁴ It means that Think-Talk-Write strategy can be used in teaching writing. This strategy can minimize the students' difficulties in writing and help the teacher in teaching writing.

In this case, that Think-Talk-Write can help students construct their own knowledge. So that, the students understanding of the concepts is better. Students are also able to communicate or discuss their thought with their friends. So, the students can help each other and exchange their ideas. This strategy can help students to understand the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing or in this case, students are able to make announcement text. Because of the problem above, the researcher conducted an experimental research with entitled "The influence of using Think-Talk-Write (TTW) strategy towards students' announcement text writing ability at the second semester eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018".

¹⁴Nova Maulidah, Laylatul and Hiyalatul, Think-Talk-Write strategy for Teaching Descriptive Text, *Jurnal Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo*, Vol 1. No. (1 April 2013)

B. Identification of the Problem

Based on the background of problem above, it can be seen that there are several problem appeared in English teaching and learning process, such as:

1. The students' announcement in short functional text writing ability was still low.
2. The students felt bored in learning writing.
3. The teacher's strategy in teaching writing was still uninteresting.

C. Limitation of the Problem

Based on the identification of problem above, the researcher focused on the influence of using Think-Talk-Write (TTW) strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

D. Formulation of the Problem

Considering identification and limitation of the problem above, the researcher formulated the problem as follows:

Is there a significant influence of using Think, Talk, Write (TTW) strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018?

E. Objective of the Research

Objective of the research is:

The objective of this research is to measure and to count whether there is a significant influence of using Think-Talk-Write (TTW) strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

F. The Uses of Research

Uses of the research are as follows:

1. Theoretical Contribution

The result of this research is expected to support the previous theories about teaching writing ability using Think-Talk-Write strategy.

2. Practical Contribution

- a. The result of this study is expected to be able to widen the skill of teachers in using Think-Talk-Write strategy in order to influence writing ability
- b. The result of this study is expected to apply Think-Talk-Write strategy to influence the students' competence in English writing ability
- c. The use of Think-Talk-Write strategy is expected the students are more enjoyable in doing their tasks associated with the writing materials.

G. Scope of the Research

Scope of the research is as follows:

1. The Subject of Research

The subject of research was the students at the second semester of eighth grade of MTS Darul Ulum Baturaja.

2. The Object of research

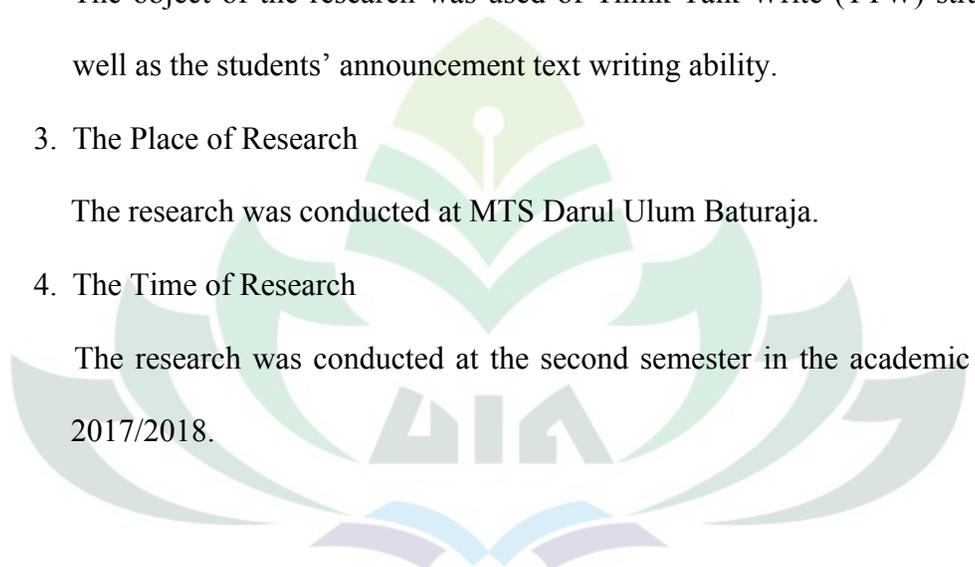
The object of the research was used of Think-Talk-Write (TTW) strategy as well as the students' announcement text writing ability.

3. The Place of Research

The research was conducted at MTS Darul Ulum Baturaja.

4. The Time of Research

The research was conducted at the second semester in the academic year of 2017/2018.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his/her skills, and also the professionalism of the teacher so that teaching goal can be achieved. According to Brown, teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.¹ It means that teaching is a process to help the learners for understanding something that learned. As Allah said in the Holy Qur'an:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise up to (suitable) ranks and (degrees), those of you who believe and who have been granted (mystic) knowledge”. (Q.S. Mujadilah: 11). It means that after the human given the knowledge, they are obliged to teach the knowledge they have acquired.

¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (4th ed) (New York: Addison Wesley Longman, 2000), p.7

According to Setiyadi, English is really foreign language for language learner in Indonesia, because English is only taught at school and people do not speak the language in the society.² It means that English is one of more popular international in Indonesia especially most important at school.

It is supported by Harmer, English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.³ It means that students only have chance to practice English in the school and institution. In this case the teachers are also demanded to encourage students to practice English every time in their daily activities. Based on definition above, it can be inferred that teaching English as a foreign language is the process to help the students for learning English as a tool of communication. And then, make the students to understand and practice a lot for mastering the English language.

B. Concept of Writing

Writing include the subject material should be mastered by the students. Writing is important to express what the researcher thought through written form. In addition, writing is used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language.

² Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 22

³ Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004), p.39.

1. Definition of Writing

Writing is a medium for communication, it is help us connect to others and the reader must understand the purpose of our writing, what we are going to inform or to say.⁴ It means that writing is a process of communication and transfer informational message to reader.

The other statement, writing is a process of communication which uses conventional graphic system to convey message to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.⁵ It means that in writing is a process of communication through graphic system to get the ideas and writing is difficult skill because must use correct grammatical and coherence of the one paragraph to other paragraph.

Harmer states that writing is activity to express and put on the ideas or thought on written form.⁶ It means that in writing is activity when researcher express and put on the ideas on written form to communicate information to the reader or group of readers and can be understood by the reader.

⁴ Aan Raimés, *Technique in Teaching Writing*. (London: Oxford University Press, 1983), p.129

⁵ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

⁶ Jeremy Harmer, *Op. Cit* , p.4.

Based on definition above, it can be concluded that writing is one of a tool of communication, where the writing is a process to convey what the writer thought and develop the ideas through written form. In writing, the writer should considers to have combine the correct grammatical and also the coherence of the paragraph or the text. Then, the writer should make the writing can be understood by each other people.

2. Process of Writing

Writing is activity to express and put on the ideas or thought on written form. It can be said that when we are trying to write something, we need some steps. Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. It can be concluded that writing is never a one step action, or in other words it is a process that has several steps.

Harmer states that writing process is divided into four stages. They are:

a. Planning

Experienced reserchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some reserchers this may involve making detail notes. When planning, reserchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

- c. Editing (reflecting and revising)
Once resercher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.
- d. Final version
Once reserchers have edited their draft, making the changes they consider to be necessary, they produce their final version.⁷

It means that process of writing is divided into four stages, it is planning, drafting, editing, and final version. That is the stages a writer goes through in order to produce something in its final written form.

There are many factors related in writing, not only about the states of writing, but also the content or message of the writing. Although, writing needs many stages and rather difficult to do, the resercher must also give attention to the message that will be conveyed to the reader, in order to make the reader understand and get the specific information of the writing.

Based on the definitions of writing above, it can be concluded that writing is an activity to express the idea or thought with well organization of written language which require some stages. In this case, students have to express their ideas as well as they can.

⁷ Jeremy Harmer, *Op Cit.* p.4

3. Purpose of Writing

For the most students, writing in English needs great effort. This is because in writing, students should know right structure and choose appropriate words to use in sentences. According to McCrimmon, writing is hard work. But writing also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present.⁸

The resercher concludes that writing is difficult skill because many students cannot express their ideas in written text. The purpose of writing is to give information from the resercher to the reader. A written text is used to convey the written message or information correctly and effectively. The resercher should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the resercher's ideas or thought the purpose of her/his written text.

4. Concept of Writing Ability

According to Tribble, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

1. Content (the agreement with the title chosen).
2. Organization (paragraph unity, coherence, and cohesion).

⁸ James M. McCrimmon, *Writing With a Purpose*, (New Jersey: Houghton Mifflin Company, 1983), p.6.

3. Vocabulary (the precision of using vocabulary).
4. Language use (tenses and pattern).
5. Mechanics (spelling and punctuation).⁹

These are aspects that can be used by teacher, lecturer, or writer to assess the students' writing. From those five aspects we can evaluate the students' writing ability. To accomplish good writing, the writer also work hard to find right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability is very important for writer especially to get excellent writing.

Based on the above explanation, it can be concluded that writing ability is an ability to produce written language well which fulfills five aspects of writing, like content, organization, vocabulary, language use, and mechanics.

C. Concept of Short functional text

Short functional text is a kind of text which we encounter on daily basis. This text helps us, the readers, function and perform in daily life. Short functional text was important for students. The main concern is give the students knowledge about the function of short functional text itself and how the write it well.

⁹ Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130

1. Definition of Text

According to Siahaan and Shinoda, text is a meaningful linguistic unit in a context.¹⁰

The text means that text is not always in written form. It can be spoken text, not always in printed form because it can be a word or as thick as a book. When the words put together although spoken or written but the meaning is to communicate meaning, the text is created.

Text is valuable as units of communication rather than sentences.¹¹ The text aims at convincing the reader to know the purpose, and giving him information. When we use language for various purposes, numerous of text is resulted. There were many several of text types, so the text types that were given to the students were various, such as narrative, recount, procedural, functional, and descriptive. The important thing about text is text should be communicative to convey the meaning. In conclusion, text is a product of language not only about words or sentence but also convey about the meaning on it because it can be written or spoken.

¹⁰ Sanggam Siahaan and Kisno Shinoda, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.1

¹¹ J. House, "Text", in Bernard Spolky, *Concise Encyclopedia of Educational Linguistics*, (Oxford: Elsevier, 1999). p. 599.

2. Definition of Short Functional Text

According to Cameron and Myers, functional text is a text which has the purpose to give the reader specific information or to help the reader performs a day to day task.¹² It means that functional text is generally a text used for a specific purpose. It is not only gives information but also to described in daily life.

Anderson and Anderson state that functional text is used for everyday information. It presents information or ideas and aims to show, to tell or to persuade the readers. It is called functional because it helps the readers function in their day life.¹³ It means that short functional text as types of informational texts which help the information receivers or readers grasp the information quickly.

For the explanation above, short functional text can be described as a kind of the text which has specific information or ideas and helps the reader in specific topics or areas in their daily life. This kind of text can be found anywhere in the school, streets, even around the house. However students may not be well aware since they don't have much exposure and knowledge to this kind of text.

¹² Cameron S, and Myers, *Comprehending functional text: instruction, practice, assessment*. Quincy, IL: Mark Twain Media, Inc, 2013. p. iii

¹³ Mark Anderson . and Kathy Anderson, *Text types in English*. South Melbourne: Macmillan Education Australia. 1997. p. 3

3. Types of Short Functional Text

In general, there are several aspects of short functional text such as characteristics and the various types of it. The text uses clear, simple, and concise sentences. In addition, it can contain pictures or symbols, and uses particular words the letter. Some types of short functional texts are meant to give the reader information or instructions, or ask the reader to provide information, while some do both.

There are many type of short functional text can be around us. Aryati stated that type of short functional text has seven types, such as:

1. Announcement

An announcement is a statement addressed to public to provide information that something has happened or is going to happen.

2. Advertisement

Advertisement can be defined as typical information used to persuade audience (readers or listeners) to do something or to take some action.

3. Memo

Memo is used to convey some basic information, particularly to persuade action, to issue a directive, or to provide a report.

4. Invitation letters

An invitation is a type of letter which is written to invite a guest to a particular event or celebration.

5. Label

Labels function to communicate product-specific information to the consumers and encourage a purchase.

6. Postcard

Postcard or postal card can be defined as a small, usually having a picture on one side and space for a short message on the other for sending a message by post without an envelope.

7. Notice

Notice is a symbol or text to inform or instruct people to do or not to do anything.¹⁴

Based on explanation above that types short functional text has seven types such as announcement, advertisement, memo, invitation, label, postcard, and notice. The researcher focused at announcement text in short functional text to teach writing ability. The researcher focused on announcement to teaching writing in short functional text because announcement text exists in syllabus.

D. Concept of Announcement

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of Short Functional Text is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

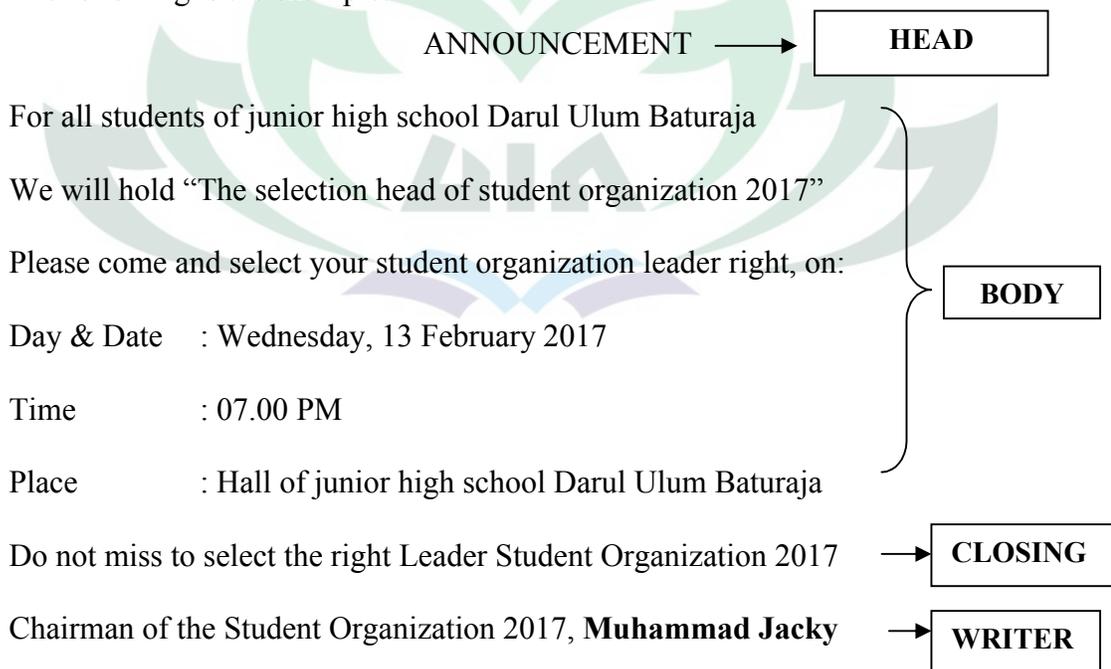
¹⁴ Aryati Prasetyarini, "Short Functional Text", *Modul Bahasa Inggris*, Vol. 1, No. 2, (Surakarta: Muhammadiyah University, 2013), p.2

Announcement has the following language features.

- a. Head (the title or type of event).
- b. Body or content (date, place, program, address, contact person, etc).
- c. Closing (for more information).
- d. Writer (someone or an institution who make the announcement).¹⁵

It means that to make announcement text, the researcher must the following language features of announcement text. There is four kinds such as: head body or content, closing and writer

The following is the example:



¹⁵ *Ibid*, p. 2

Announcement in short functional text is to provide students with reminders and updates especially junior high school. Based example above means that an announcement reminding students to select students organization leader. It means the students must analysis announcement to get information from what the contents of announcement.

Based explanation above, it means announcement text give the students knowledge about the function of announcement in short functional text. The students get information from announcement and also know how the write it well. Announcement in short functional text have criteria which as the writer should understand about it. It is language features of announcement in short functional text, such as head, body or content, closing and writer.

E. Concept of Announcement in Short Functional Text Writing Ability

Writing is defined as a productive written language skill. Siahaan states that writing is the skill of a writer to communicate information to a reader or group readers.¹⁶ It means that we must have ability to express our ideas and thoughts in our writing clearly.

Writing ability is the skill to express ideas, thoughts, and feeling to other people on written symbols to make other people or readers understand the ideas conveyed. It means that is a way of sharing personal meanings and emphasizes the power of the

¹⁶ Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.5

personality to construct someone's view based on certain topic. There are five aspects of writing are as the criteria of good writing, it is content, organization, vocabulary, language use, and mechanics.

Short Functional text is used for everyday information. It presents information or ideas and aims to show, to tell or to persuade the readers. It is called functional because it helps the readers function in their day life.¹⁷ It means that short functional text as types of informational texts which help the information receivers or readers get the information quickly.

Announcement is public or formal notice announcing something. Announcement also called a short message. In teaching writing especially in junior high school, there is material about announcement in short functional text. It is as the easy material for the students because they meet the text in their daily life.

Based on the explanation above, it can be concluded that announcement in short functional text writing ability is to produce a written language in the form of the text to express ideas, thoughts, and feeling to other people in the form of announcement is to provide complete and clear information that can help the information receivers or readers get the information quickly in their daily life which fulfills such criteria of task fulfillment as content, organization, vocabulary, language use and mechanics.

¹⁷ Mark Anderson . and Kathy Anderson, *Op. Cit*, p. 3

F. Concept of Think-Talk-Write (TTW) Strategy

Think-Talk-Write strategy can help students construct their own knowledge. So that, the students understanding of the concepts is better. Students are also able to communicate or discuss their thought with their friends. So, the students can help each other and exchange their ideas. This strategy can help students to understand the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing.

1. Definition of Think-Talk- Write (TTW) Strategy

Think-Talk-Write (TTW) is the first strategy was introduced by Huinker and Laughlin. Huinker and Laughlin stated that thinking and talking are important steps in the process of bringing meaning into the students' writing.

Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progress from the students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, and to writing.¹⁸

It means that in writing, thinking and talking are important steps because it is can explores students' ideas and understand of writing. They added that Talking encourages the exploration of words and the testing of ideas. When the teacher provides opportunities for the students to talk, their uncertainties about things that

¹⁸ Huinker, D. dan Laughlin, C. 1996. Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond*. USA:NCTM, p. 82

they unsure before will be decreased. Thus, the students will be able to make an understandable and meaningful product of writing.

According to Miftahul Huda Think-Talk- Write is strategy that facilitates the exercise verbally and write the language fluently. This strategy used to improve the students' exercise through presented and discussed the material. Then, convey the result through written form.¹⁹ It means that Think-Talk-Write can help the students to collect and to improve the ideas through structural discussion.

According to Yamin and Ansari Think-Talk-Write strategy is one of learning strategy which is purposed to improve the students' ability in writing. Further, Think-Talk-Write strategy supports the students to be active in the teaching learning process. In the activity "think" the students read a text and make a note from the result have been reading as individual, and then share the result to be discussed. After that, the students interact and collaborate with their friend to discuss the content of the material. This activity is called "talk". The teacher is as a mediator in teaching and learning process. The last, the material is constructed by the student is as their knowledge as the result of collaborate, this activity is called "writing".²⁰

It means that Think-Talk-Write strategy can help students to improve the students' ability in writing through three steps, it is Think, Talk, and Write.

Based on the statement above, it can be concluded that Think-Talk-Write strategy is a strategy for teaching writing with combination between individual and group work through three steps of activities: analyzing, discussing and writing.

¹⁹ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013), p. 218.

²⁰ Yamin Martinis and Bansu I. Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa* (Jakarta: Putra Grafika, 2009), p. 84

2. Procedure of Think-Talk-Write (TTW) Strategy

According to Silver and Smith in Yamin and Ansari, the role and duties of teachers in an effort to streamline the use of strategies Think-Talk-Write is provides tasks that allow students to engage actively thinking, encouraging the students ideas to explained oral and written carefully, consider and give information about what students discussion and to monitor, assess, and encourage students to participate actively.²¹

It means that the roles use of Think-Talk-Write strategy is to consider actively students' thinking and ideas, discussion and give information and the written form.

To realize learning process with expectations above, the learning should be designed which accordance with the following steps:

- a) The teacher asks students as individual to read a text and make a notes about what they have read (Think).
- b) The teacher asks students to do interaction and collaboration with their group to discuss the notes (Talk). In this activity, the students using their own words to explain ideas in their group.
- c) The teacher asks students as individual to conclude the result of the discussion in written form (Write). Writing can help the students to realize one of learning purpose and measure students' understanding the material that have learned.²²

²¹ Yamin Martinis and Bansu I. *Op. Cit.* p.84

²² *Ibid*, p. 85

Based on the statement above, it can be concluded that:

- The teacher explains the material about announcement text and helps the students to understand the material.
- The teacher make group. One group consist 4-6 students.
- The teacher asks the students as individual to read the text, for example announcement text and make notes what they have read from the text (Think).
- The students discuss the notes with their group (Talk). In this activity, the students use their own words to explain ideas in their group.
- After the students understand the result of the discussion, as individual the students make announcement text from some topic of announcement (Writing).

To teach writing announcement text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teachers' explanation. Using Think-Talk- Write Strategy is as supporting in learning process with a good way to increase the students' ability in writing a text. Think-Talk-Write Strategy is related with writing because the last activity in the TTW is writing.

3. Advantages and Disadvantages of Think-Talk-Write (TTW) Strategy

There are some advantages and disadvantages from this strategy in English teaching learning process, as follows:

a. Advantages of using Think-Talk-Write (TTW) Strategy

- 1) Think-Talk-Write strategy helps to improve students' right brain because they express ideas spontaneously.
- 2) Students learn to think about concept, share their ideas, and discussing a wording in writing task.
- 3) Ideas from the other groups and correction from the teacher an essential thing to make better writing.²³

Based on the explanation above, it can be inferred that Think-Talk-Write Strategy has advantages for students. Students can express their ideas through share and discuss with their group.

b. Disadvantages using Think-Talk-Write (TTW) Strategy

- 1) Needs more time to presenting and correction.
- 2) Several students still difficult to express idea.²⁴

²³ Aris Shoimin, *68 Model pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: Ar-ruzz Media, 2014), p.215

²⁴ *Ibid*, p.215

Based on the explanation above, it can be inferred that Think-Talk-Write Strategy has disadvantages for students to be used in the writing classroom. It can solve with increase meeting when use Think-Talk-Write Strategy and teacher gives more opportunity to several students still difficult to express idea.

G. Concept of Expository Strategy

Expository strategy involves one-way communication that is communication from the teacher or expert to the student. This strategy is basically direct instruction. Expository teaching is a teaching strategy where the teacher present students with the subject matter rules and provides examples that illustrate the rules.

1. Definition of Expository Strategy

Expository strategy is one of learning strategy is used in the classroom, where the teacher focus to explain the material, in other words the teacher is talkative.²⁵ It means that Expository strategy is learning strategy where teacher only focus to material. Further, expository strategy is one of learning strategy that emphasize to order material through oral from the teacher to the students.²⁶ It means that the expository strategy is a strategy where the teacher is the most important role there and the focus material only from the teacher.

²⁵ Skripsi: Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository* (Semarang: IKIP Veteran, 2005), p.59

²⁶ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2006), p.179

Wina Sanjaya stated that the teacher hold the most important role, because expository strategy is the manner of presentation lesson which done by the teacher with the verbal explanation directly.²⁷ It can be inferred that expository strategy is one-way communication with the students. It means that the students have limited knowledge because the students just focus on the teacher gives.

Based on the explanation above, the researcher concludes that expository strategy is the strategy with emphasize the material is given by the teacher with explanation to students directly. The basic teaching of expository strategy is the dissemination of teachers' information which the teacher hold the most important role.

2. Procedure of Expository Strategy

There is procedure of teaching announcement in short functional text writing through expository strategy:

1. The teacher prepares the material that related with announcement text for the students.
2. The teacher presents the material announcement text and gives an example for the students.
3. The teacher explains about announcement text with general features.
4. The teacher asks the students to make announcement text.
5. Then the teacher gives conclusion in the end of material.

²⁷ *Ibid*, p. 179

Based on the explanation above, it can be inferred that the procedure of teaching announcement text writing through expository strategy start from the teacher prepares until the teacher closes the material. In the procedure of teaching announcement in short functional text writing through expository strategy the teacher is talkative where the teacher is the most important role there and the focus material only from the teacher.

3. Advantages and Disadvantages of Expository strategy

There are some of advantages and disadvantages of using expository strategy, they are as follow:

a. Advantages of Expository Strategy as follows:

1. Through this strategy the teacher can control the material and this strategy can be used of the total students, in another words in the large class.
2. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.²⁸

Based on the explanation above, it can be inferred that the expository strategy has advantages for the students through oral by their teacher. The teacher also can control the material.

²⁸ *Ibid*, p.190

b. Disadvantages of Expository strategy

1. This strategy only can be done for students that have good listening ability and give good attention. Students that do not have good listening ability, need another strategy.
2. Because this strategy was given by talkative teacher. So that, it is difficult to increase students' ability in socialization, interpersonal related, and critical think ability.
3. So that, this strategy happened in one-way communication, then the opportunity for controlling the students to understand about the material is limited.²⁹

Based on the explanation above, it can be inferred that the expository strategy has disadvantages for the students. Expository strategy can't appropriate for students that they do not have good listening ability because the teacher is talkative.

H. Frame of Thinking

English is a foreign language that must be taught starting from elementary school up to the senior school even if in university. It means that the students who learn English at the school as compulsory subject.

Writing is not only moving the pen on paper but in writing we have to pay attention to the rules of writing, like the choice of words that are fit or not, the arrangement has been arranged with the correct sentence or not, the coherence between paragraphs one

²⁹ *Ibid*, p.191

another mutually sustainable or not, etc. to improve students' skills in writing, especially make announcement text should choose an appropriate strategy to solve the problem.

Think-Talk-Write is an appropriate strategy in teaching writing short functional text because in writing short functional text the students start with developing their idea through think to analyzing short functional text especially in announcement, discussion with their friends to get conclusion of the text and then applying it in writing from, in this case the students will make a announcement text.

Therefore in order to achieve the aims of teaching English, especially announcement text writing, the researcher assumes that using Think-Talk-Write strategy can be appropriate to use in teaching announcement text writing and increasing students' announcement text writing ability.

I. Hypothesis

The researcher formulated the hypotheses of this research as follows:

H_a : There is a significant influence of using Think-Talk- Write (TTW) strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

H_o : There is no significant influence of using Think-Talk- Write (TTW) strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the researcher used experimental method. Hyland states that experimental methods are often used to investigate the language behaviour of sample groups under controlled condition. Experimental method explore the strength of a relationship between two variable features of a situation such as test scores, proficiency, instruction, and so on.¹It means as research method that is used to find out an influence of a certain treatment towards others in a controlled condition.

The researcher was apply quasi-experimental design to know whether or not there was a significant influence of using Think-Talk-Write strategy toward students' writing ability in announcement text. Quasi-experimental includes assignment, but not random assignment of participants to groups.² It means that quasi experimental include assignment of participants to groups. The researcher selected two classes, they are an experimental class and control class. The experimental class employed by using Think-Talk-Write strategy and the control class by using expository strategy. Each class received the same pre-test and post-test. The researcher design can be presented in table 2:

¹ Ken Hyland, *Teaching and Researching writing*, (London: Pearson Education Limited, 2002), pp. 169-170

² John W. Creswell, *Educational research planning conducting and evaluating Quantitative and Qualitative Research* 4th Ed, Pearson. (New York : Longman,2012), p.309

Table 2
Pre-test and Post-test Design

Select Control Group	Pre-test	Control Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

The researcher used two classes as the sample of this research consisting of experimental class and control class. The experimental class taught by using Think-Talk-Write strategy as the treatment, whereas in the control class taught using expository strategy. In this research, the students given pre-test to both classes before treatment to know their writing ability in announcement text and post-test is give to know their writing ability in announcement text after the treatment is done. The pre test and post test conducted for experimental class and control class.

B. Variabel of the Research

According to Sugiyono variable is something that can be object of research to get the information of everything about it.³ It means that variable is all of the something that can be resource or object that we get information for our research and to know the influence after giving treatment for target research.

In this research there are two variables, they are:

1. Independent variable is teaching writing by using Think-Talk-Write (X).
2. Dependent variabel is the students' announcement text writing ability (Y).

³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2003), p.38.

C. Operational Definition of Variable

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research. It is also aimed in other the research has clarity about the data needed, so the researcher investigates the data related to the variables of this research. The operational definitions of the variables are follows:

1. Teaching writing by using Think-Talk-Write strategy

Think Talk Write is a strategy for teaching writing announcement text that is used to increase students' achievement in learning announcement text writing with combination between individual and group work through three steps of activities: think for analyzing, talk for discussing and write for writing.

2. Students' announcement in short functional text writing ability

The students' announcement in short functional text writing ability is to produce a written language in the form of the text to express ideas, thoughts, and feeling to other people in the form of announcement is to provide complete and clear information that can help the information receivers or readers get the information quickly in their daily life which fulfills such criteria of task fulfillment as content, organization, vocabulary, language use and mechanics.

D. Population, Sample, and Sampling Technique of the research

To know whether total of the students, choose the sample from total of the students and to know technique from the sample some criteria should be considered. It is population, sample and sampling technique of the research.

1. Population

According to Creswell, population is a group of individuals who have the same characteristic⁴. The population of this research will be taken from students at the first semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018 which consist of 88 students in three classes.

Table 3
The Population at the Second Semester of Eighth Grade of MTS Darul Ulum Baturaja in the academic year of 2017/2018

NO	CLASS	SCORE		TOTAL
		Male	Female	
1	VIII A	10	19	29
2	VIII B	10	20	30
3	VIII C	10	19	29
TOTAL		30	58	88

Source: Archive Document of the students' at the second semester of Eighth Grade of MTS Darul Ulum Baturaja in 2017/2018 Academic year.

⁴ John W. Creswell, *Educational research planning conducting and evaluating Quantitative and Qualitative Research* 4th Ed, Pearson. (New York : Longman,2012), p.142

2. Sample of the research

A sample is any part of a population of individuals on whom information is obtained. It may for a variety of reasons, be different from the sample originally selected.⁵ It means that sample is part of individual members which is chosen to represent of the whole population. Based on total of population consists 88 students from 3 classes in the eighth grade. The researcher took the students in two classes from three classes available as the sample of the research, one as experimental class, and the other as control class.

3. Sampling of the technique

In this research, the researcher used cluster random sampling technique in choosing the sample. The selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling⁶. The experimental and control class chosen randomly. Steps in determining the experimental class and control class as follows:

- a. The first, the researcher was provided three pieces of small paper, the researcher write three names of classes in a small piece of paper.
- b. The second, the researcher made a kind of lottery. Then the researcher rolled them up and put them into a glass.
- c. Then, the researcher took one of the rolled. The researcher took the first paper as the experimental class and put back and shaken, The second paper as a control class.

⁵ Jack R, Fraenkel and Norman R Wallen, *How to design and Evaluate Research in Education*, (New York, McGraw- Hill, 2008), p.105

⁶ *Ibid*, p.95

E. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

1. Finding the subject of research

The researcher chose the students of eighth grade MTs Darul Ulum Baturaja as a subject of the research. One class as experimental class and one class as control class.

2. Designing the instruments of the research

The instrument of this research is writing test. The students got the same instrument for both classes in several topics.

3. Pretest

Pretest was given to know the students' announcement text writing ability before given the treatment. The students given three topics, they are:

4. Conducting treatment

Treatment was given in three meetings in each class. In the experimental class, the researcher used Think-Talk-Write strategy. In the control class, the researcher used expository strategy.

5. Administering the posttest

Posttest was conducted after the treatments. The test used to know the students' announcement text writing ability after giving the treatment.

In this test, the students were given the topic. Then the students made the announcement text related to the topic.

6. Analyzing the result of pretest and posttest

In analyzing the result, the researcher compared the result of pretest and posttest to see whether the score of the posttest is higher than the score in pretest.

F. Data Collecting Technique

In conducting this research, the researcher needed technique to collect the data. In this research the researcher used a test. The test was done to know the students' announcement text writing ability after they was taught by using Think-Talk-Write strategy. The researcher provided some topics. Every student has to choose one of topics that were provided by the researcher and then made the announcement text based on the topic. In this research, the control and the experimental class were given the same test. The result of the test would be written in the scoring column on the paper.

G. Research Instruments

The instrumets is a tool for measuring, observing, or documenting data, it contains specific questions and response possibilities that you establish and develop in advance of the study⁷. The research instrument that used in this research is writing test. The researcher made two instruments, they are pre-test and post-test. The instrument of pre-test and post-test were used to composed a announcement text with the time allocation 40 minutes. The researcher was given some topics that must be chosen by students.

⁷ John W. Creswell, *Op. Cit.*, p.14

The topics are:

1. Pre-test Instrument

- a. Holiday camping
- b. Class meeting
- c. Independence day festival

2. Post-test Instrument

- a. Visit new library
- b. School trip
- c. Graduation party

H. Scoring System for Evaluating Students' Writing Announcement in Short Functional Text Ability

The score of test was calculated based on the following scoring system proposed by Christopher Tribble:

Table 4
Scoring System

a. Task Fulfillment/ Content	
20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average : adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.

11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic;lacking detail.
7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.
4-0	Inadequate: fails to adress the task with any effectiveness.
b. Organization	
20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or sections evident; logically sequenced (coherence); some connectives used (cohension).
11-8	Fair to poor: very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connective largely absent (cohesion).
7-5	Very poor: lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence (coherence), connectives not used (cohesion).
4-0	Inadequate: Fails to address this of aspect of the task with any effectiveness.
c. Vocabulary	
20-17	Exellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average : adequate range of vocabulary;occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register.
4-0	Inadequate: fails to address his aspect of the task with any

	effectiveness.
d. Language	
30-24	Excellent to very good: confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
23-18	Good to average: acceptable grammar but problem with more complex structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
9-6	Very poor: major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: fail to address this aspect of the task with any effectiveness.
e. Mechanics	
10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Very poor: fails to address this aspect of the task with any effectiveness. ⁸

⁸ Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University Press, 1996), p.130

For clearer explanation, the following are the criteria for scoring writing which are used in this research:

1. Content : the agreement with the title chosen
2. Organization : paragraph unity, coherence, and cohesion
3. Vocabulary : the precision of using vocabulary
4. Language use grammar : tenses and pattern
5. Mechanics : spelling and punctuation

The final score: Content+ Organization+ Vocabulary+ Language+ Mechanics

Example:

Content	:	20
Organization	:	20
Vocabulary	:	20
Language	:	30
<u>Mechanics</u>	:	10 +
		100

Based on the explanation above, it can be concluded that the scoring scale for evaluating students' writing announcement in short functional text ability is adopted by Tribble with considered the content, organization, vocabulary, language, and mechanics. Besides, in this research the researcher used inter-rater to score the result of the test. The scoring was done by researcher herself and another person who also score the test, the English teacher in the school. The scores of two raters are summed up and then divided into two.

I. Validity, Readability and Reliability of the Test

To know whether the test is good or not, some criteria should be considered. the criteria of a good test are validity (content validity and construct validity), and reliability.

1. Validity of the Test

A good test is the test that has validity. According to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.⁹It means, by using validity test the researcher was known whether the test has good validity or not.The researcher analyzed the test from content validity and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to the traits for which it was designed, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁰ It means that to get content validity the test adapted with an English teacher and the student book that is the test that suitable with subject that will teach to the students.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the

⁹ Hughes Arthur, *Testing for Language Teacher*, 2nd Ed, (Cambridge: Cambridge University Press, 2003), p. 26

¹⁰ John W. Creswell, *Op. Cit.*, p.17

matter that measured because in this research the test is to measure students' announcement text writing ability of the eighth grade of MTs Darul Ulum Baturaja. Based on the syllabus, announcement text taught at the second semester of the eighth grade of MTs Darul Ulum Baturaja. (See Appendix 8)

b. Construct Validity

According to Setiyadi, construct validity was used to measure perception, language behavior, motivation, even the language ability.¹¹ It means that construct validity is focused on the kind of the test that was used to measure the ability. In this research, the researcher used writing. The methods of scoring students' writing that was adapted by Tribble. They are content, organization, vocabulary, language and mechanic. To make sure, the researcher consulted to the English teacher of MTs Darul Ulum Baturaja Mr. Ihsan Iswadi, S. Pd to construct validity evidence. (See Appendix 7)

2. Readability of the test

Readability test are indicators that measure how easy the direction and instruction can be read and understood.¹² The researcher conducted readability test to know whether the direction and instructions can be understood by the test take or not. The readability of the writing sheet was given to the students in the grade eight. To know

¹¹ Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

¹² Julien B. Kouame, "Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants" (Journal of Multi Disciplinary Evaluation, Vol. VI, No. 14 August, Western Michigan University, Michigan, 2010), p.133

readability of the test instrument, the researcher followed Kouame's research. Participants was asked to evaluate instructions and the understandability of each item on a scale of 1 to 10 where, 1 describe an item that is easy to read and 10 describe an item that is difficult to read.¹³ The question was tested individually.

Furthermore, based on the finding of kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above is 2.19 (lower than 4.46), it means that instrument is readable. (See appendix 11)

3. Reliability of the test

A reliability test is a test to measure whether the instrument it consistent and dependable. Sources of unreliability might lie in the test its self or in the scoring of the test, known respectively as test reliability and rater (or scorer) reliability.¹⁴ It means that to ensure the reliability of the scores and to avoid the subjectivity of the writer, the writer uses inter-rater reliability. Inter-rater reliability is use when scores on the test are independently estimated by two or more judges or raters. They are the teacher and the researcher. To estimate the reliability of the test, the researcher was used rank order correlation.¹⁵

¹³ *Ibid*, p. 133

¹⁴ *Ibid*, p. 253

¹⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 232.

$$p = 1 - \frac{\Sigma}{()}$$

Note :

- p = The number of rank order correlation (Rho)
 6 & 1 = Constant number
 D = Difference of rank correlation (D= R 1- R 2)
 N = Number of students

To know degree or level of the reliability of writing test, the researcher also will use the criteria of reliability as follows:

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low¹⁶

After calculating, the reliability from two raters, the researcher found that the reliability of pre-test was 0.941555 and the reliability of post-test was 0.941555. In short, the degree of the level of reliability of the students' writing between post-test and pre-test was very high and it can be seen that students' writing was reliable. (See Appendices 18 and 19).

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian Satuan Pendekatan Praktek* (Jakarta: Rhineka Cipta, 2010), p.311

J. Data Analysis

After collecting the data, the researcher analyzed the data by using parametric statistics. There were two assumptions that should be fulfilled, they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely use by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹⁷ It means that to get the accurate result, the researcher was done some tests such as normality and homogeneity test.

a. Normality Test

To analyze the data, the researcher used normality test to know whether the data are normally distributed or not so that the researcher decided what type of test that used to test the hypothesis of the research later. The normality test used to measure weather the data in the experimental class and control classes are normally distributed or not.¹⁸ It means that when the researcher analyzed the data, the researcher used

¹⁷M.Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008) p. 591

¹⁸Budiyono, *Statistika Untuk Penelitian (Surakarta: SebelasMaret University Press, 2004)*, p.170.

normality test to know whether the data are normally distributed or not. In this case, the researcher used *Lilliefors* test.

The hypotheses formulas are:

H_0 : The data were normal distribution.

H_a : The data were not normal distribution.

The test criteria are:

H_0 was accepted if $L_{observed} < L_{critical}$, it means that the distribution or the data are normal.

H_a was rejected if $L_{observed} > L_{critical}$, it means that the distribution or the data are not normal.¹⁹

b. Homogeneity Test

Another requirement test of deciding the types of research hypothesis test is homogeneity test. Homogeneity used to determine whether the data is homogeneous or not. In this research, F-test used to measure the homogeneity of the data. The formula of F-test used as follows:²⁰

$$F = \frac{MSB}{MSW}$$

Notes :

F = the homogeneous

¹⁹Sudjana, *Metode Statistika*(Bandung: Tarsito, 2005), p.467.

²⁰Sugiono, *Op.Cit*, p.275

V_b = the biggest variant

V_k = the smallest variant

The hypotheses for the homogeneity test are:

: the variance of the data was homogeneous

: the variance of the data was not homogeneous

In this case the criteria for the homogeneity test are :

H_a was accepted if $f_{\text{observed}} > f_{\text{critical}}$.

H_o was accepted if $f_{\text{observed}} < f_{\text{critical}}$.

2. Hypothetical Test

After giving the test and finding the result of two rates the formula, the data analyzed by using t-test as follows:²¹

$$= \frac{\frac{\sum x_1 - \frac{(\sum x_1)^2}{n_1}}{n_1 - 2} + \frac{\sum x_2 - \frac{(\sum x_2)^2}{n_2}}{n_2 - 2}}{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

Notes:

\bar{x}_1 = Mean of experimental class

\bar{x}_2 = Mean of control class

\sum = Average deviation in experimental class

\sum = Average deviation in control class

n_1 = Number of sample in experimental class

n_2 = Number of sample in control class

²¹ *Ibid*, p.172

The hypotheses were:

H_a : There was a significant influence of using Think-Talk-Write strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

H_o : There was no significant influence of using Think-Talk-Write strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

The criteria of the test are as follows :

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$.

H_o is accepted if $t_{\text{observed}} < t_{\text{critical}}$.²²

²²Anas Sudijono, *Op.Cit*, p.313.

CHAPTER IV RESULT AND DISCUSSION

A. General Description of the Research Place

1. Situation of MTs Darul Ulum Baturaja

MTs Darul Ulum Baturaja standing on 2003 year which is located in Jl. Baturetno 1 Km. 3 Baturaja Sungkai Utara Lampung Utara. The principal of MTs Darul Ulum Baturaja has been changed for several times. At the time, the name of principal of this school is Ali Sodik, S.Pd. Here detail information of MTs Darul Ulum Baturaja:

1. Muanam, A.Ma (2003-2005)
2. Ali Sodik, S.Pd (2005-Now)

The activities of teaching and learning process were done in the morning for class VII to IX. The activity of this school began at 07.15 a.m. and ended at 13.30 p.m.

2. Situation of Teachers and Students of MTs Darul Ulum Baturaja

This school is managed by structural. MTs Darul Ulum Baturaja had 26 teachers. All the teachers were graduated from bachelor degree. The data about number off the teachers of MTs Darul Ulum Baturaja can be presented in table 5.

Table 5
The Data of Teachers in MTs Darul Ulum Baturaja

No	Name	Subject
1	Ali Sodik, S. Pd	Headmaster
2	Yatty Priskasari, M. Pd. I	Vice Principal of Curriculum
3	Warsini, S. Pd. I	Accountant
4	Novianto, S. Pd. I	English
5	Sri Maryani, S. Pd. I	Social Studies
6	Lis Hariyanto, S. Pd. I	Indonesian
7	Pundhi Rahayu, S. Pd	Science
8	Harun Muzaini, S. Pd. I	Arabic
9	Ahmad Sidik, S. Pd	Mathematics
10	Elis Hartati, S. Pd. I	Civics
11	Surono, S. Pd. I	Islamic Education
12	M. Syarial. I, S. Pd	Sport
13	Ihsan Iswadi, S. Pd	English
14	Karsini, S. Pd	Science and Social Studies
15	Rini Fitriani, S. Pd	Mathematics
16	Purwanto, S. Pd	Science
17	Khuzaimah, S. Pd. I	Islamic Education
18	Mardiyah, S. Pd. I	Arabic
19	Badrussalam	Arabic
20	Yeni Fitriana	Art
21	Gusnida, S. Pd	Indonesian
22	Maya Sofa, S. Pd. I	Technology Information of Computer
23	Jamaludin Hidayat, S. Pd	Sport
24	Fitriana	Office Administration
25	M. Abdul Qohar	Office Administration
26	Mar'atus Sholihah	Office Administration

Source: Document of MTs Darul Ulum Baturaja

The number of students in MTs Darul Ulum Baturaja, can be presented in table 6.

Table 6
The Number of Students at MTs Darul Ulum Baturaja
in the Academic Year of 2017/2018

No	Class	Number of Students		Total of students
		Male	Female	
1	VII A	10	20	30
2	VII B	15	16	31
3	VII C	22	12	34
Total				95
4	VIII A	18	11	29
5	VIII B	20	10	30
6	VIII C	19	10	29
Total				88
7	1X A	9	19	28
8	1X B	23	11	34
9	1X C	20	14	34
Total				96
Total of Students				279

Based explanation above, there were 279 students in this school. They were divided into three grades, grade VII, VIII, and IX. There were 95 students for grade VII, 88 students for grade VIII and the last 96 students for grade IX.

3. Facilities of MTs Darul Ulum Baturaja

To support the teaching and learning process, MTs Darul Ulum Baturaja had some facilities. This detailed information about the number and the condition of teaching and learning facilities of MTs Darul Ulum Baturaja can be presented in table 7.

Table 7
Total rooms of MTs Darul Ulum Baturaja

No	The Name of Room	Total	Conditions
1	Headmaster's room	1	Good
2	Teacher's room	1	Good
3	Classroom	9	Good
4	Computer laboratory	1	Good
5	Mosque	1	Good
6	Library	1	Good
7	Storeroom	1	Good
8	Administration's room	1	Good
9	Toilet for the teachers	1	Good
10	Toilet for the students	1	Good
11	Canteen	2	Good

Source: Document of MTs Darul Ulum Baturaja

From the explanation before, it showed that MTs Darul Ulum Baturaja had some rooms that use to support the process of teaching and learning activities. The conditions of the rooms were good.

B. Research Procedures

The research was conducted on January 2018. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After the researcher got the permission, the researcher conducted the research through the following steps:

1. Determined the subject of research, namely the students at the second semester of MTs Darul Ulum Baturaja.
2. Designed the instruments which was the writing test.
3. Determined the sample of research by using cluster random sampling.

4. Held the readability of the test (it was given to the students out of the research sample).
5. Held pre-test on Wednesday 10th, 2018 in order to know students' score in announcement text writing ability before they had treatment.
6. Analyzed the data that was gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing think-talk-write strategy of teaching and learning announcement text writing ability.
8. Held post-test on Thursday 25th, 2018 in order to know students' score in announcement text writing ability after the treatments.
9. Analyzed the data that was gotten through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

C. Data Description

The researcher conducted this research in five meetings. In MTs Darul Ulum Baturaja, English subject was twice a week. On Wednesday, January 10th, 2018 the researcher gave the pre-test in experimental and control class. Experimental class consists of 30 students and control class consists of 29 students.

In the third meeting the researcher began the treatment. As long as three meetings, the researcher gave the treatment. The last treatment was done on Wednesday, January 24th, 2018. The researcher gave different topic each of treatment. For the last meeting, the students in experimental class and control class were given the post-test on Thursday, January 25th, 2018. All the students in experimental and control class followed the post-test.

1. Description of the Treatment for Experimental Class

In experimental class the researcher as a teacher taught the students about announcement text by using think-talk-write strategy. The researcher did the treatment in three meetings. In the first meeting was conducted on Wednesday, January 17th, 2018 at 09.25, a.m. The students looked nervous. The students were not interested when the researcher said about writing. They assumed that it was very difficult to express their ideas because they are lack of vocabulary, did not want to try writing especially announcement text, and low motivation.

From the situation above, the researcher gave motivation the first. The researcher shared her experiences when she was student in junior high school. And then the researcher explained about writing aspects and announcement text included language features and gave example of announcement text about “hiking”. After the students understanding about announcement text, the researcher introduced Think-Talk-Write-Strategy as a strategy to teach writing especially announcement text. And then, the researcher asked students to make a group, one group consists

5-6 students, and after that the researcher ask the students as individual to read the text about “hiking” and make notes what they have read from the text (Think). And after that, the students discuss the notes with their group (Talk). In this activity, the students use their own words to explain ideas in their group. After the students understand the result of the discussion, as individual the students make announcement text from some topic of announcement (Writing). After making announcement text, the researcher asked one of students each group to read his writing.

In the second treatment was given on Thursday, January 18th, 2018. In this meeting, it was better than first because the students did not look nervous anymore. The researcher started the teaching learning process with explained of materials. In this treatment, the researcher reviewed about announcement text and gave example announcement text about “The selection head of student organization 2018”. After that, the researcher remembered the students about Think-Talk-Strategy and explained again the steps to make announcement text by using Think-Talk-Write strategy. The last session of this lesson, the researcher asked the students to make announcement text from some topic announcement text and one of students each group to read result his writing.

The last treatment was given on Wednesday, January 24th, 2018. For this session, it was better than the second because they felt enjoyable with the materials of writing. In this session the researcher reviewed materials and gave new topic about “debate competition”. After that the researcher gave them explained about Think-Talk-Write strategy again same with the first and the second meeting. And then the students make announcement text from some topic and one of students each group to read result his writing.

2. Description of the Treatment for Control Class

As the same with the experimental class, the control class got expository strategy. In this class also was given the treatment in three times. The first treatment was conducted on Wednesday, January 17th, 2018 at 10.25, a.m. In this meeting the researcher explained materials about announcement text included language features and gave them example about “hiking”. After the students understanding about announcement text the researcher gave exercise to make announcement text from some topic.

The second treatment was given on Thursday, January 18th, 2018. In this meeting the researcher did the same thing with the experimental class where the students got the explanation about the material and gave new example announcement text about “The selection head of student organization 2018”. After the students got the

explanation and understanding about the materials the researcher gave exercise to make announcement text from some topic.

The last treatment was given on Wednesday, January 24th, 2018. In the last treatment the researcher taught the students about announcement text by the topic “debate competition” after reviewed the material with the students. Then the students were asked to make announcement text from some topic.

D. Data Analysis

There were two classes at the Eighth grade of MTs Darul Ulum Baturaja, there were X and O. In this case, class X as experimental class and O as control class. After the researcher gave the pre-test and post-test between experimental and control class, the researcher got the score that would be compared to know whether there was a significant influence for the students’ announcement text writing ability after they were given treatment by using Think-Talk-Write strategy on their revision stage or not.

1. Result of the Pre-Test

At the first meeting, the researcher conducted pre-test in order to find out the previous students’ announcement text writing ability. The pre-test was administered on Wednesday, January 10th, 2018 at 08.30 a.m for class X as the experimental class and at 10.30 a.m for class O as the control class.

Based on score that was gotten from pre-test, the researcher analyzed the data. The analysis showed that the mean score of experimental class was 60.28 (See Appendix 13). While in control class, the mean score was 63.09 (See Appendix 13).

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the researcher gave the post-test to both classes. The researcher conducted the post-test in order to know whether the students' announcement text writing ability after treatment increased or not. The post-test was administered on Thursday, January 25th, 2018 at 09.25 a.m. for class X as the experimental class and at 10.25 a.m. for class O as control class.

Based on score that was gotten from post-test, the researcher analyzed the data. The analysis showed that the mean score of experimental class was 73.4 (See Appendix 13). It increased from 60.28 to 73.4. While in control class, the mean score was 70.22 (See Appendix 13). It increased from 63.09 to 70.22.

Table 8
Comparison between Pre-Test and Post-Test

No	Class	Pre-Test	Post-Test
1	Experimental Class	60.28	73.4
2	Control Class	63.09	70.22

3. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The criteria acceptance:

H_0 is accepted if $L_{observed} < L_{critical}$ it means that the distribution of the data was normal.

H_a is accepted if $L_{observed} > L_{critical}$ it means that the distribution of the data was not normal.

Table 9
Normality of the Experimental and Control Class

Class	Pre-test		Post-test		Calculation
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Experimental	0.0967	0.161	0.142	0.161	Normal
Control	0.0768	0.161	0.105	0.161	

Based on the Table 8, it can be seen that in the experimental and control class showed if $L_{observed} \leq L_{critical}$. So, the calculation is that the population is in normal.

(See appendices 20-23)

4. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas as follows:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria acceptance:

H_0 is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$, it means that the variance of the data was homogenous.

H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$, it means that the variance of the data was not homogenous.

Table 10
Homogeneity of Experimental and Control Class

	The Biggest Variance	The Smallest Variance	F_{observed}	F_{critical}	Calculation
Pre-test	6.91	6.37	1.08	1.53	Homogenous
Post-test	5.80	4.52	1.28	1.53	

Based on the Table 10, it can be seen at the result of the pre-test and post-test were 1.08 and 1.28 while the F_{critical} at the significant level of 0.05 is 1.53. It proves that H_0 is accepted because H_0 accepted if $F_{\text{observed}} \leq F_{\text{critical}}$. It means that the variance of the data is homogeneous. (See appendix 24)

5. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the writer used the following t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

H_a: There was a significant influence of using Think-Talk-Write Strategy towards students' announcement text writing ability at the second semester of the eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

H₀: There was no significant influence of using Think-Talk-Write Strategy towards students' announcement text writing ability at the second semester of the eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

The criteria of the test as follows:

H_a was accepted if t_{observed} was higher than t_{critical} , or ($t_{\text{observed}} > t_{\text{critical}}$).

H₀ was accepted if t_{observed} was lower than t_{critical} , or ($t_{\text{observed}} \leq t_{\text{critical}}$).

In this case, the writer used the level of significant $\alpha = 0.05$

Based on the calculation was obtained t-test was 4.3448, while the df (number of sample from both control and experimental class subtracted by 2) was 57. Thus, the result of level of significant 0.05 was 2.660. It can be seen that the result of t_{test} was $t_{\text{observed}} > t_{\text{critical}}$. So, H_a was accepted because $4.3448 > 2.660$. Then, it could be assumed that there was significant influence of using Think-Talk-Write Strategy towards students' announcement text writing ability. (See appendix 26)

E. Discussion

The research result has shown that there is influence of using Think-Talk-Write strategy towards students' announcement text writing ability. From the result above, we can see that the average score of students' announcement text writing ability who are taught by using Think-Talk-Write strategy is higher than who are taught by using expository strategy. Then, the result of the pretest showed that the average score between control class and experimental class were slightly different. The mean score control class was 63.09 and the mean score of experimental class was 60.28. Although the average score of control class was higher, the normality and the homogeneity test show that the data were homogeneous and normal. Therefore, it can be concluded that the two groups, control and experimental class, had the same ability at the beginning of the research.

Afterwards, the students were taught through Think-Talk-Write strategy in the experimental class and expository strategy in the control class. The material was

three topics of announcement text for three treatments. Before doing Think-Talk-Write strategy, the researcher explained to the students what Think-Talk-Write strategy and how we can do the procedure of Think-Talk-Write strategy.

At the end of the research, post-test was given to measure the improvement of announcement text writing ability in both classes after the treatment done. Based on the analysis of the data and the testing Hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Based on the result, we know that the students who got high frequency of using Think-Talk-Write strategy get better score than the students without using Think-Talk-Write strategy in teaching announcement text writing ability. It is proved by the increasing average score in both classes. The average score of control class is 70.22 and the average score of experimental class is 73.4. So, it can be concluded that using Think-Talk-Strategy is one of good strategy in motivating students in learning English, especially in announcement text writing ability.

From the analysis above, we knew that the students who got treatment by Think-Talk-Write strategy got a better score than the students without using Think-Talk-Write strategy in teaching writing announcement text. It was proved by the increasing average score in the experimental class. Consequently, it could be said that using Think-Talk-Write strategy is a kind of teaching english for teaching

writing to help students in learning English by asking students to combination between individual and group work through three steps of three activities: analyzing, discussing and writing. In this case, by using Think-Talk-Write strategy the students can increase their ability in writing announcement text and also Think-Talk-Write strategy was to solve the problem in writing. In this research the students get difficulties to develop their idea in writing announcement text. Before Think-Talk-Write strategy was implemented, most of the students were confused to make announcement text based on the result of pre-test. After Think-Talk-Write strategy was implemented, students has understood language features of announcement text, because they have to write a announcement text appropriate language features of announcement text, the vocabulary of students increased because students have more ideas to be developed into topics based on their thinking. It gives the influence in the quality of writing. It was supported by Huinker and Laughlin cited by Ratna and Giska, Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. It means that Think-Talk-Write strategy is learning strategy which basically with Think-Talk-Write. This strategy have purpose to improve students ability in writing especially announcement text.

Think-Talk-Write is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Nur Maila Kusuma about the implementation of Think-Talk-Write strategy to improve the students' motivation in writing narrative texts of eighth grade students SMP N 3 Sragen in academic year 2014/2015. It was found that teaching learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that Think-Talk-Write strategy can improve students' achievement in writing narrative text.

As mentioned on the holy Qur'an on 126 verse of surah Al-Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُمْ بِهِ ۗ وَمَا النَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ ﴿١٢٦﴾

“And Allah made it not except as (a sign of) good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise”. It means that to make students enjoyable and think what they want to write and help them to generate the idea in the process of writing dealing with their own experiences the teacher should give the best strategy or method to help the students which is used to write very well in learning process in writing. In this case, Think-Talk-Write strategy make students were active, enthusiastic and interested in writing. The students can express their ideas with their friends. This strategy can minimize the students' difficulties in writing and help the teacher in

teaching writing. It can be said that Think-Talk-Write strategy helps the students in learning English especially in writing announcement text.

Therefore, that Think-Talk-Write can help students construct their own knowledge. So that, the students understanding of the concepts is better. Students are also able to communicate or discuss their thought with their friends. So, the students can help each other and exchange their ideas. This strategy can help students to understand the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing or in this case, students are able to make announcement text. Because the hypothesis alternative was accepted, the researcher concluded that there was the influence of using Think-Talk-Write strategy towards students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in the academic year of 2017/2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis in previous chapter, the result of research showed that in hypothetical test H_a was accepted and H_0 was rejected. In this research the researcher used the level of significant $\alpha=0.05$ and found that $t_{critical}$ was 2.660. H_a was accepted because $t_{observed}$ was 4.3448 and $t_{critical}$ was 2.660, it means that $t_{observed}$ was higher than $t_{critical}$ or ($t_{observed} > t_{critical}$).

Furthermore, based on the result of the research that was carried out in MTs Darul Ulum Baturaja, the researcher concluded that there was a significant influence of using Think-Talk-Write strategy toward students' announcement text writing ability at the second semester of eighth grade of MTs Darul Ulum Baturaja in academic year 2017/2018).

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. Suggestion to the Teacher

- a. In this research the researcher find out that Think-Talk-Write strategy can be used to improve students' announcement text writing ability. Due to the finding, English teacher can help students increase their announcement

text writing ability by using other effective and relevant strategy. This can be done, among others, by providing certain clues based on the strategy so that they can develop they Think-Talk-Write appropriately.

- b. From the result, the students' score are not really satisfying. Therefore, the teacher can still improve the students' writing ability. The teacher should help the students increase their score by giving more explanation.

2. Suggestion for the Students

- a. The students should use Think-Talk-Write strategy for write in writing ability especially in announcement text.
- b. The students should be able to identify their need in learning, they can choose Think-Talk-Write strategy to make the students easy to write.
- c. The students should study hard and practice more in writing English to improve their writing ability. They also should be active in learning activity.

3. Suggestion for Other Researcher

- a. In this research, the treatments were held in three times of meeting. The next, the researcher can spend more time in giving the treatments to the students, so that they can get enough exercise.

- b. The researcher applied Think-Talk-Write strategy to increase students' announcement text writing ability. Further other researcher should conduct this strategy on different skill and genre of the text.
- c. In this research, the researcher used Think-Talk-Write strategy to help the students of junior high school, especially in announcement text writing ability. Further other researcher should conduct this strategy on different level of students.



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APPENDICES



APPENDIX 1

Interview for the Teacher in Preliminary Research

1. How long have you been teaching English?
2. Could you like to explain about your experience during teaching English, especially in teaching writing?
3. Do you have method or strategy in teaching writing?
4. How is students' ability in writing short functional text especially announcement?
5. How do you respond to use Think-Talk-Write for teaching short functional text especially in announcement?

Interview for Students in Preliminary Research

1. Apakah anda pernah belajar menulis sebuah teks dalam bahasa inggris, khususnya menulis announcement atau pengumuman pada teks fungsional pendek?
2. Apakah menulis sebuah teks dalam bahasa Inggris itu sulit, khususnya menulis topik announcement atau pengumuman pada teks fungsional pendek?
3. Apakah anda merasa bosan dalam proses pembelajaran writing, khususnya dalam topic announcement atau pengumuman pada teks fungsional pendek?
4. Apa yang membuatmu merasa bosan, dan kesulitan apa yang ditemui dalam memahami announcement atau pengumuman pada teks fungsional pendek?

5. Apakah guru bahasa Inggris anda memberikan motivasi terkait materi yang diberikan dalam proses pembelajaran writing, khususnya writing announcement atau pengumuman pada teks fungsional pendek?
6. Apakah guru memberikan latihan yang mampu meningkatkan kemampuan menulis anda, khususnya dalam menulis announcement atau pengumuman pada teks fungsional pendek ?



APPENDIX 2

The Result of Interview for English Teacher in Preliminary Research

Interviewer : Anisya Rani

Interviewee : Novianto, S. Pd

Place : Mts Darul Ulum Baturaja

The following of interview with the English teacher:

No	Question	Answer	Conclusion
1.	How long have you been teaching English?	I have been teaching English in Mts Darul Ulum since 2007 until now.	It means that the teacher has been teaching English since 2007
2.	Could you like to explain about your experience during teaching English, especially in teaching writing in short functional text especially in announcement?	I think, when I teach writing in junior high school, students' announcement in short functional text still low. The students uninterested and feel bored to writing especially announcement in short functional text.	It means that the students' announcement in short functional text is low. The students uninterested and feel bored to study writing.
3.	Do you have method or strategy in teaching writing?	No, I don't have specific method or strategy, I only focus on the material	It means that teacher doesn't use specific method or strategy to teaching writing. He only focused on the material and the most

			important role there. It can be concluded that the teacher use expository strategy.
4.	How is students' ability in writing short functional text especially announcement?	The students' writing ability in short functional text in announcement is still low, because they less in vocabulary, tenses, and language features in text, so that make the students have difficulties to understand writing announcement in short functional text.	It means that the students' announcement in short functional text writing ability still low especially in vocabulary and language features in text.
5.	How do you respond to use Think-Talk-Write for teaching short functional text especially in announcement?	I never use it before. But I can try it to be implemented.	It means that the teacher has good respond about Think-Talk-Write strategy.

APPENDIX 3

The Conclusion of the Interviewed of the Students Mts Darul Ulum Grade Eight

Preliminary Research

No	Question	Answer	Conclusion
1.	Apakah anda pernah belajar menulis sebuah teks dalam bahasa inggris, khususnya menulis announcement atau pengumuman pada teks fungsional pendek?	Student A: Ya, Pernah. Student B: Ya, Pernah. Student C: Ya, Pernah. Student D: Ya, Pernah.	Based on the preliminary research, the students have studied announcement in short functional text.
2.	Apakah menulis sebuah teks dalam bahasa Inggris itu sulit, khususnya menulis topik announcement atau pengumuman pada teks fungsional pendek?	Student A: Ya. Pelajaran menulis atau writing khususnya pada teks fungsional pendek terutama announcement atau pengumuman itu sulit. Student B: iya, saya susah untuk membuat teks pengumuman karna saya tidak paham cara membuatnya. Student C: iya saya	Based on the preliminary research, almost students said that announcement in short functional text writing text is difficult. The students don't understand how to make announcement text, they are also minim in vocabulary.

		<p>bingung dalam menulis announcement</p> <p>Student D: iya saya kurang menguasai dalam announcement karena saya mempunyai sedikit kosa kata yang saya bisa.</p>	
3.	<p>Apakah anda merasa bosan dalam proses pembelajaran writing, khususnya dalam topic announcement atau pengumuman pada teks fungsional pendek?</p>	<p>Student A: Ya. Kami merasa bosan dengan pelajaran teks fungsional pendek terutama pengumuman.</p> <p>Student B: saya merasa bosan belajar tentang announcement.</p> <p>Student C: saya kurang nyambung untuk memahaminya karena pelajarannya membosankan.</p> <p>Student D: saya benar-benar tidak tertarik dalam mempelajari</p>	<p>Based on the preliminary research, almost students felt bored and uninterested in writing class, especially announcement in short functional text.</p>

		announcement text.	
4.	Apa yang membuatmu merasa bosan, dan kesulitan apa yang ditemui dalam memahami announcement atau pengumuman pada teks fungsional pendek?	<p>Student A: Menulis teks fungsional pendek terutama pengumuman itu tidak mudah, kami merasa bingung, dan kesulitan memahami contoh-contoh pengumuman</p> <p>Student B: kosa kata, hal-hal utama dari pengumuman, dan kami sulit menemukan dan menuliskan ide-ide untuk menulis pengumuman pada teks fungsional pendek.</p> <p>Student C: saya susah mengungkapkan dan mengutarakan apa saja yang ada dipikiran saya untuk ditulis</p> <p>Student D: saya bingung mau mulai dari mana untuk membuat</p>	Based on the preliminary research, almost students said that announcement in short functional text writing is difficult. The students can not understand language features from announcement text and still difficult to improve their ideas.

		teks announcement.	
5.	Apakah guru bahasa Inggris anda memberikan motivasi terkait materi yang diberikan dalam proses pembelajaran writing, khususnya writing announcement atau pengumuman pada teks fungsional pendek?	Student A: Tidak. Student B: Tidak Student C: Tidak Student D: Tidak	Based on the preliminary research, almost students said that teacher didn't give the motivation in short functional text especially announcement.
6.	Bagaimana cara guru memberikan materi, khususnya dalam menulis announcement atau pengumuman pada teks fungsional pendek ?	Student A: kita hanya diberikan tugas untuk membuat pengumuman dalam bahasa inggris. Student B: guru hanya menjelaskan atau membaca materi yang ada di buku. Student C: Guru menjelaskan materi, memberi contoh lalu kita diberi tugas	Based on the preliminary research, the teacher only gave the exercise to make announcement in short functional text in English. English teacher only focus on the material in the textbook. So that it couldn't increase students' announcement in short functional text writing ability.

		<p>Student D: Guru tidak memberikan hal yang menarik supaya kami tertarik untuk belajar teks announcement.</p>	
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APPENDIX 4

Students' writing score in announcement in short functional text at the first semester of grade eight of Mts Darul Ulum Baturaja 2017/2018

VIII A

NO	NAME	SCORE
1	Adinda saptia dewi	50
2	Ahmad merdi	50
3	Allya faridha rachim	60
4	Anjelia sharani	70
5	Ayu aulia rahma	71
6	Cindi oktavia	56
7	Dellara Anzalli	40
8	Desy Anggraini	50
9	Dhea Yunita	64
10	Dzahabi sabillah	55
11	Hanni wulandari f	60
12	Jessica febi ananta	60
13	Linda Sari	72
14	Linggar arya	50
15	M Gilang laksono	70
16	Maytra nurzahra	50
17	Meriska adelin putri	70
18	M Ega riskiansyah	60
19	M Gilang farugi	60
20	M Naufal zakwan	70
21	M Raffi fitradi	70
22	Mutiara Adelia	30
23	Putri auliasari	70
24	Raca asyifa hasanah	70
25	Rahmad kurniawan	50
26	Randi kurniawan	70
27	Syalaisya Novi	60
28	Vinca Rahmawati	50
29	Zatalini Awanis	50

VIII B

NO	NAME	SCORE
1	Adi adwitya sari	70
2	A fredy kurniawan	65
3	Alya wulan wijaya	56
4	Annisa Nur umayroh	50
5	Aura Syahmita Sari	71
6	Dhana alfia melati	72
7	Fadhillah putri yossi	60
8	Ikhwan satria P	45
9	Jeisella analia putri	56
10	Luutia Puri M	62
11	M hamdani dzaki	70
12	M rafi ramadhani	70
13	M Ragoz rayhan	54
14	Maria Sari	70
15	Marsya triamanda	55
16	Maulana yusuf	40
17	Maulita Nur annisa	47
18	Meilan anggraini	70
19	Meta puspita	70
20	Muhammad fadhil	60
21	Muhammad farhan	55
22	M sandhi sailendra	45
23	Nabila putri cahyani	50
24	Nabila rosyifah	48
25	Nabilah	70
26	Niken ayu mustika	52
27	Priska florensia	45
28	Rahmawati astina putri	60
29	Refando adel Nanda	55
30	Siti Nurhaliza	56

VIII C

NO	NAME	SCORE
1	Ahmad rinaldy ridwan	45
2	Aisyah amini	48
3	Almansyah	60
4	Ana sirngatun	50
5	Annisa Putri r	70
6	Annisya aprilianti	50
7	Artilla raih wiguna	71
8	Bayu sukma ramadhan	40
9	Dimas sandi saputra	56
10	Erlin berliana	70
11	Emilia Sari	55
12	Fadia ayu nurhayati	70
13	Fera ulfah pernanda	45
14	Ghesya adinda	64
15	Helena patricia	70
16	Irham firdaus	50
17	M Adhe akbar	48
18	M arya prayogi	48
19	M saleh thauba	50
20	Meirani zahra afifah	56
21	Mona falla manza	64
22	Munawaroh	55
23	Muhammad rosid	60
24	Nasya allya salsa	70
25	Niki nabila utami	71
26	Nursivah	72
27	Pingkan putri verika	56
28	Putri anggraini	50
29	Qaisar agung	60

Appendix 7 Expert Validation Form for Writing Test

EXPERT VALIDATION FORM FOR WRITING TEST

No	Question	Yes	No	Comment
1	Apakah indikator-indikator ingin diukur sudah jelas?			
2	Apakah petunjuk pengerjaan sudah jelas?			
3	Apakah alokasi waktu sudah cukup?			
4	Apakah rubrik penilaian sudah mencakup aspek/indikator yang diukur?			
5	Apakah rubrik penilaian mudah dimengerti?			

General comments:

Please give any general comment or suggestions you may have concerning this test development.

.....

Date,

Validator

APPENDIX 8

SILABUS PEMBELAJARAN

Sekolah : MTS Darul Ulum Baturaja

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> • Pengumuman • Undangan • Pesan Singkat 2. Tata Bahasa <ul style="list-style-type: none"> • Kalimat sederhana <ul style="list-style-type: none"> - mengundang - mengumumkan - menyampaikan pesan 3. Kosa kata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 4. Tanda baca	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Menyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Melengkapi rumpang Menyusun kata acak Tes tulis Essay	1. Complete the following sentence / text using suitable word / words 2. Arrange the word into good sentences. 3. Write simple sentences based on the situation given 4. Write an invitation/ an announcement / message based on the situation	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan	

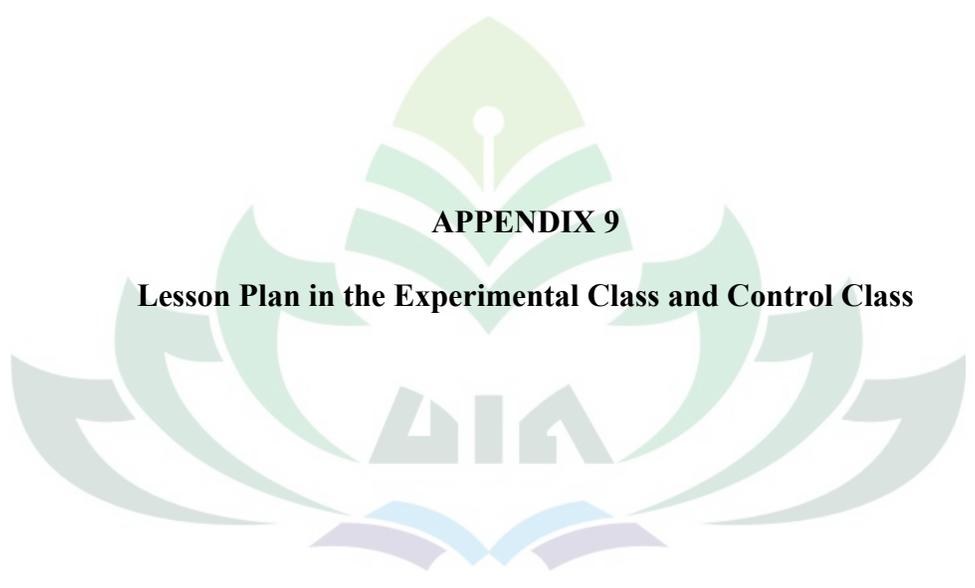
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		ditulis di kelas.				<i>you did last Sunday</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
Kepala Sekolah Mts Darul Ulum

(Ali sodik, S. Pd)

Baturaja, 20 Januari 2018
Guru Mapel Bahasa Inggris,

(Ihsan Iswadi, S. Pd)



APPENDIX 9

Lesson Plan in the Experimental Class and Control Class

(First meeting)

Lesson plan for experimental class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTS DARUL ULUM BATURAJA

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Keterampilan Bhs : Writing

Genre : Announcement text

Pertemuan ke- : 1

Alokasi waktu : 2x40 menit

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

D. Tujuan Pembelajaran

Setelah menyelesaikan pelajaran membaca jenis teks *announcement* ini, peserta didik diharapkan mampu:

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

E. Materi Ajar

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of Short Functional Text is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

An announcement divides into written announcement and spoken announcement. We can find a written announcement on the wall magazine or on the public place, and also we can find a spoken announcement when teacher call chief of the students or when there is an event in the school.

Announcement commonly has the following language features.

- a. Head (the title or type of event).
- b. Body or content (date, place, program, address, etc).
- c. Closing (for more information).
- d. Writer (someone or an institution who make the announcement).

Example:

Announcement	
<p>Our school there will be a hiking next month. All students especially all scout must join this hiking. The activity will be hold on:</p>	
Date	: October 8 th , 2017- October 11 th , 2017
Place	: at Bangunharjo
Program	: there are many programs such as competitions, woodpile fire, play games and the others
<p>for further information, please contact Mr. Arkan.</p>	
<p>Banyumas, October 1st, 2017 The Chief of Scout Organization</p>	

F. Metode Pembelajaran

Think-Talk-Write (TTW) Strategy

G. Langkah-langkah Pembelajaran

Langkah-langkah	Waktu
<p>Kegiatan awal</p> <ul style="list-style-type: none"> -Siswa diberi salam oleh guru -Siswa ditanyakan kabar oleh guru -Siswa diberi arahan untuk memimpin do'a -Siswa di cek kehadiran oleh guru -Siswa ditanya tentang pelajaran sebelumnya oleh guru 	10 menit

<p>announcement secara individu (<i>Write</i>)</p> <p>-Siswa dipandu dalam membuat teks announcement</p> <p>Konfirmasi</p> <p>-Guru mengoreksi hasil tulisan siswa</p> <p>-Siswa diberikan umpan balik positif dan penguatan dalam bentuk lisan maupun tulisan atas hasil kerja siswa dan mengkonfirmasi sebagai sumber dan fasilitator</p>	
<p>Kegiatan akhir</p> <p>-Siswa ditanya tentang apa yang telah dipelajari hari ini</p> <p>-Siswa bersama guru menyimpulkan hasil pembelajaran hari ini</p> <p>-Siswa diberi informasi rencana pembelajaran pada pertemuan berikutnya</p> <p>-Siswa diberi arahan menutup pelajaran dengan berdoa</p>	5 menit

H. Sumber Belajar / Media Pembelajaran

- Buku bahasa Inggris SMP kelas VIII
- Teks (Announcement)
- White board, board marker, dictionary
- Paper

I. Penilaian

1. Teknik : Menulis
2. Bentuk : Teks
3. Instrument : Write an announcement text about the topic provided (futsal competition, teacher's day ceremony, join English club)

J. Instrument penilaian

No	The element of writing	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
	Total	100

Mengetahui
Guru Mata pelajaran

Baturaja, 17 Januari 2018
Peneliti

IHSAN ISWADI, S.Pd

ANISYA RANI

Menyetujui,

Kepala Sekolah MTs Darul Ulum Baturaja

ALI SODIK, S.Pd

(Second meeting)

Lesson plan for experimental class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTS DARUL ULUM BATURAJA

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Keterampilan Bhs : Writing

Genre : Announcement text

Pertemuan ke- : 2

Alokasi waktu : 2x40 menit

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

D. Tujuan Pembelajaran

Setelah menyelesaikan pelajaran membaca jenis teks *announcement* ini, peserta didik diharapkan mampu:

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

E. Materi Ajar

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of Short Functional Text is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

An announcement divides into written announcement and spoken announcement. We can find a written announcement on the wall magazine or on the public place, and also we can find a spoken announcement when teacher call chief of the students or when there is an event in the school.

Announcement commonly has the following language features.

- a. Head (the title or type of event).
- b. Body or content (date, place, program, address, etc).
- c. Closing (for more information).
- d. Writer (someone or an institution who make the announcement).

Example:

ANNOUNCEMENT	
For all students of junior high school Darul Ulum Baturaja	
We will hold “The selection head of student organization 2017”	
Please come and select your student organization leader right, on:	
Day & Date	: Wednesday, 13 February 2017
Time	: 07.00 PM
Place	: Hall of junior high school Darul Ulum Baturaja
Do not miss to select the right Leader Student Organization 2017	
Chairman of the Student Organization 2017, Muhammad Jacky	

F. Metode Pembelajaran

Think-Talk-Write (TTW) Strategy

G. Langkah-langkah Pembelajaran

Langkah-langkah	Waktu
Kegiatan awal -Siswa diberi salam oleh guru -Siswa ditanyakan kabar oleh guru -Siswa diberi arahan untuk memimpin do'a -Siswa di cek kehadiran oleh guru -Siswa ditanya tentang pelajaran sebelumnya oleh guru	10 menit

<p>announcement secara individu (<i>Write</i>)</p> <p>-Siswa dipandu dalam membuat teks announcement</p> <p>Konfirmasi</p> <p>-Guru mengoreksi hasil tulisan siswa</p> <p>-Siswa diberikan umpan balik positif dan penguatan dalam bentuk lisan maupun tulisan atas hasil kerja siswa dan mengkonfirmasi sebagai sumber dan fasilitator</p>	
<p>Kegiatan akhir</p> <p>-Siswa ditanya tentang apa yang telah dipelajari hari ini</p> <p>-Siswa bersama guru menyimpulkan hasil pembelajaran</p> <p>-Siswa diberi informasi rencana pembelajaran pada pertemuan berikutnya</p> <p>-Siswa diberi arahan menutup pelajaran dengan berdoa</p>	5 menit

H. Sumber Belajar / Media Pembelajaran

- Buku bahasa Inggris SMP kelas VIII
- Teks (Announcement)
- White board, board marker, dictionary
- Paper

I. Penilaian

1. Teknik : Menulis
2. Bentuk : Teks
3. Instrument : Write an announcement text about the topic provided
(new extracurricular, community service, class rules)

J. Instrument penilaian

No	The element of writing	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
	Total	100

Mengetahui
Guru Mata pelajaran

Baturaja, 18 Januari 2018
Peneliti

IHSAN ISWADI, S.Pd

ANISYA RANI

Menyetujui,

Kepala Sekolah MTs Darul Ulum Baturaja

ALI SODIK, S.Pd

(Third meeting)

Lesson plan for experimental class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTS DARUL ULUM BATURAJA

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Keterampilan Bhs : Writing

Genre : Announcement text

Pertemuan ke- : 3

Alokasi waktu : 2x40 menit

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah di berikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

D. Tujuan Pembelajaran

Setelah menyelesaikan pelajaran membaca jenis teks *announcement* ini, peserta didik diharapkan mampu:

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah di berikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

E. Materi Ajar

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of Short Functional Text is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

An announcement divides into written announcement and spoken announcement. We can find a written announcement on the wall magazine or on the public place, and also we can find a spoken announcement when teacher call chief of the students or when there is an event in the school.

Announcement commonly has the following language features.

- a. Head (the title or type of event).
- b. Body or content (date, place, program, address, etc).
- c. Closing (for more information).
- d. Writer (someone or an institution who make the announcement).

Example:

Announcement	
Our school there will have a Debate competition. All students can join this competition. The competition will be hold on:	
Date	: November 8 th , 2017- November 11 th , 2017
Place	: at hall Mts Darul Ulum Baturaja
Program	: So many door prizes.
	The winner 1 Rp. 2.000.000
	The winner 2 Rp. 1.500.000
	The winner 3 Rp. 1.000.000
Please join us!	
for more information, please contact Mr. Bayu	
Baturaja, Novemeber 1 st , 2017 The Leader of Students Organization	

F. Metode Pembelajaran

Think-Talk-Write (TTW) Strategy

G. Langkah-langkah Pembelajaran

Langkah-langkah	Waktu
Kegiatan awal -Siswa diberi salam oleh guru -Siswa ditanyakan kabar oleh guru -Siswa diberi arahan untuk memimpin do'a -Siswa di cek kehadiran oleh guru -Siswa ditanya tentang pelajaran sebelumnya oleh guru	10 menit

Kegiatan Inti**Eksplorasi**

- Guru menjelaskan mengenai materi announcement in short functional text dan siswa dibantu untuk memahami language features dan memberikan vocabulary sesuai materi yang ada dalam text announcement
- Guru membagikan beberapa kelompok yang beranggotakan 4-6 siswa setiap kelompok
- Guru memberikan contoh bacaan teks tentang announcement tentang “Hiking”.
- Guru meminta siswa secara individu untuk membaca contoh announcement yang telah dibagikan setiap kelompoknya, setelah itu siswa diperintahkan untuk menulis catatan kecil apa yang mereka pikirkan tentang contoh teks tersebut (*Think*)
- Guru meminta untuk mulai berdiskusi atau bertukar informasi tentang apa yang mereka baca dan tulis dengan kelompok mereka (*Talk*)

25menit

<p>Elaborasi</p> <p>-Siswa memilih salah satu topic dari teks announcement yang telah diberikan oleh guru dan membuat teks announcement secara individu (<i>Write</i>)</p> <p>-Siswa dipandu dalam membuat teks announcement</p> <p>Konfirmasi</p> <p>-Guru mengoreksi hasil tulisan siswa</p> <p>-Siswa diberikan umpan balik positif dan penguatan dalam bentuk lisan maupun tulisan atas hasil kerja siswa dan mengkonfirmasi sebagai sumber dan fasilitator</p>	40 menit
<p>Kegiatan akhir</p> <p>-Siswa ditanya tentang apa yang telah dipelajari hari ini</p> <p>-Siswa bersama guru menyimpulkan hasil pembelajaran hari ini</p> <p>-Siswa diberi informasi rencana pembelajaran pada pertemuan berikutnya</p> <p>-Siswa diberi arahan menutup pelajaran dengan berdoa</p>	5 menit

H. Sumber Belajar / Media Pembelajaran

- Buku bahasa Inggris SMP kelas VIII
- Teks (Announcement)
- White board, board marker, dictionary

- Paper

I. Penilaian

1. Teknik : Menulis
2. Bentuk : Teks
3. Instrument : Write an announcement text about the topic provided
(cleanest class contest, English speech competition, semester assignment)

J. Instrument penilaian

No	The element of writing	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
	Total	100

Mengetahui
Guru Mata pelajaran

Baturaja, 24 Januari 2018

Peneliti

IHSAN ISWADI, S.Pd

ANISYA RANI

Menyetujui,

Kepala Sekolah MTs Darul Ulum Baturaja

ALI SODIK, S.Pd

(First meeting)

Lesson plan for control class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTS DARUL ULUM BATURAJA

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Keterampilan Bhs : Writing

Genre : Announcement text

Pertemuan ke- : 1

Alokasi waktu : 2x40 menit

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

D. Tujuan Pembelajaran

Setelah menyelesaikan pelajaran membaca jenis teks *announcement* ini, peserta didik diharapkan mampu:

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

E. Materi Ajar

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of Short Functional Text is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

An announcement divides into written announcement and spoken announcement. We can find a written announcement on the wall magazine or on the public place, and also we can find a spoken announcement when teacher call chief of the students or when there is an event in the school.

Announcement commonly has the following language features.

- a. Head (the title or type of event).
- b. Body or content (date, place, program, address, etc).
- c. Closing (for more information).
- d. Writer (someone or an institution who make the announcement).

Example:

Announcement	
<p>Our school there will be a hiking next month. All students especially all scout must join this hiking. The activity will be hold on:</p>	
Date	: October 8 th , 2017- October 11 th , 2017
Place	: at Bangunharjo
Program	: there are many programs such as competitions, woodpile fire, play games and the others
<p>for further information, please contact Mr. Arkan.</p>	
<p>Banyumas, October 1st, 2017 The Chief of Scout Organization</p>	

F. Metode Pembelajaran

Expository Strategy

G. Langkah-langkah Pembelajaran

Langkah-langkah	Waktu
<p>Kegiatan awal</p> <ul style="list-style-type: none"> -Siswa diberi salam oleh guru -Siswa ditanyakan kabar oleh guru -Siswa diberi arahan untuk memimpin do'a -Siswa di cek kehadiran oleh guru -Siswa ditanya tentang pelajaran sebelumnya oleh guru 	10 menit

<p>Kegiatan Inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru menjelaskan dan memberikan contoh announcement text - Guru menjelaskan language features yang ada pada announcement text <p>Elaborasi</p> <ul style="list-style-type: none"> -Guru memberikan latihan untuk menulis teks announcement secara individu - Siswa dipandu dalam menulis announcement text <p>Konfirmasi</p> <ul style="list-style-type: none"> -Guru mengoreksi hasil tulisan siswa -Siswa diberikan umpan balik positif dan penguatan dalam bentuk lisan maupun tulisan atas hasil kerja siswa dan mengkonfirmasi sebagai sumber dan fasilitator 	<p>25 menit</p> <p>40 menit</p>
<p>Kegiatan akhir</p> <ul style="list-style-type: none"> -Siswa ditanya tentang apa yang telah dipelajari hari ini -Siswa bersama guru menyimpulkan hasil pembelajaran hari ini -Siswa diberi informasi rencana pembelajaran pada pertemuan berikutnya 	<p>5 menit</p>

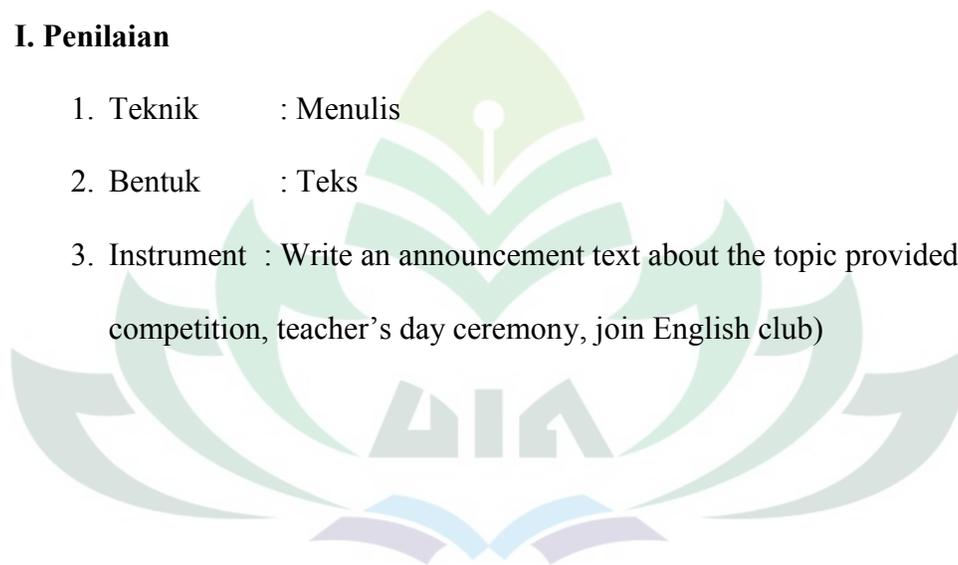
-Siswa diberi arahan menutup pelajaran dengan berdoa	
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H. Sumber Belajar / Media Pembelajaran

- Buku bahasa Inggris SMP kelas VIII
- Teks (Announcement)
- White board, board marker, dictionary
- Paper

I. Penilaian

1. Teknik : Menulis
2. Bentuk : Teks
3. Instrument : Write an announcement text about the topic provided (futsal competition, teacher's day ceremony, join English club)



J. Instrument penilaian

No	The element of writing	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
	Total	100

Mengetahui
Guru Mata pelajaran

Baturaja, 17 Januari 2018
Peneliti

IHSAN ISWADI, S.Pd

ANISYA RANI

Menyetujui,

Kepala Sekolah MTs Darul Ulum Baturaja

ALI SODIK, S.Pd

(Second meeting)

Lesson plan for control class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTS DARUL ULUM BATURAJA

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Keterampilan Bhs : Writing

Genre : Announcement text

Pertemuan ke- : 2

Alokasi waktu : 2x40 menit

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

D. Tujuan Pembelajaran

Setelah menyelesaikan pelajaran membaca jenis teks *announcement* ini, peserta didik diharapkan mampu:

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

E. Materi Ajar

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of Short Functional Text is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

An announcement divides into written announcement and spoken announcement. We can find a written announcement on the wall magazine or on the public place, and also we can find a spoken announcement when teacher call chief of the students or when there is an event in the school.

Announcement commonly has the following language features.

- a. Head (the title or type of event).
- b. Body or content (date, place, program, address, etc).
- c. Closing (for more information).
- d. Writer (someone or an institution who make the announcement).

Example:

<p>ANNOUNCEMENT</p> <p>For all students of junior high school Darul Ulum Baturaja</p> <p>We will hold “The selection head of student organization 2017”</p> <p>Please come and select your student organization leader right, on:</p> <p>Day & Date : Wednesday, 13 February 2017</p> <p>Time : 07.00 PM</p> <p>Place : Hall of junior high school Darul Ulum Baturaja</p> <p>Do not miss to select the right Leader Student Organization 2017</p> <p>Chairman of the Student Organization 2017, Muhammad Jacky</p>
--

F. Metode Pembelajaran

Expository Strategy

G. Langkah-langkah Pembelajaran

Langkah-langkah	Waktu
<p>Kegiatan awal</p> <ul style="list-style-type: none"> -Siswa diberi salam oleh guru -Siswa ditanyakan kabar oleh guru -Siswa diberi arahan untuk memimpin do'a -Siswa di cek kehadiran oleh guru -Siswa ditanya tentang pelajaran sebelumnya oleh guru 	10 menit

<p>Kegiatan Inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru menjelaskan dan memberikan contoh announcement text - Guru menjelaskan language features yang ada pada announcement text <p>Elaborasi</p> <ul style="list-style-type: none"> -Guru memberikan latihan untuk menulis teks announcement secara individu - Siswa dipandu dalam menulis announcement text <p>Konfirmasi</p> <ul style="list-style-type: none"> -Guru mengoreksi hasil tulisan siswa -Siswa diberikan umpan balik positif dan penguatan dalam bentuk lisan maupun tulisan atas hasil kerja siswa dan mengkonfirmasi sebagai sumber dan fasilitator 	<p>25 menit</p> <p>40 menit</p>
<p>Kegiatan akhir</p> <ul style="list-style-type: none"> -Siswa ditanya tentang apa yang telah dipelajari hari ini -Siswa bersama guru menyimpulkan hasil pembelajaran hari ini 	<p>5 menit</p>

<p>-Siswa diberi informasi rencana pembelajaran pada pertemuan berikutnya</p> <p>-Siswa diberi arahan menutup pelajaran dengan berdoa</p>	
---	--

H. Sumber Belajar / Media Pembelajaran

- Buku bahasa Inggris SMP kelas VIII
- Teks (Announcement)
- White board, board marker, dictionary
- Paper

I. Penilaian

1. Teknik : Menulis
2. Bentuk : Teks
3. Instrument : Write an announcement text about the topic provided (new extracurricular, community service, class rules)

J. Instrument penilaian

No	The element of writing	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
	Total	100

Mengetahui
Guru Mata pelajaran

Baturaja, 18 Januari 2018
Peneliti

IHSAN ISWADI, S.Pd

ANISYA RANI

Menyetujui,

Kepala Sekolah MTs Darul Ulum Baturaja

ALI SODIK, S.Pd

(Third meeting)

Lesson plan for control class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTS DARUL ULUM BATURAJA

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Keterampilan Bhs : Writing

Genre : Announcement text

Pertemuan ke- : 3

Alokasi waktu : 2x40 menit

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

D. Tujuan Pembelajaran

Setelah menyelesaikan pelajaran membaca jenis teks *announcement* ini, peserta didik diharapkan mampu:

1. Memahami pengertian announcement pada teks fungsional pendek.
2. Mengidentifikasi dan memahami teks announcement tertulis yang telah diberikan secara berkelompok.
3. Mendiskusikan isi informasi yang terdapat dalam teks announcement
4. Menulis teks announcement dalam teks fungsional pendek dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language, and mechanics.

E. Materi Ajar

An announcement is a statement addressed to public to provide information that something has happened or is going to happen. This type of Short Functional Text is commonly found in the public place or media, respectively, such as at school (on an announcement board), a newspaper, magazine, a window of a shop, a city park, etc.

An announcement divides into written announcement and spoken announcement. We can find a written announcement on the wall magazine or on the public place, and also we can find a spoken announcement when teacher call chief of the students or when there is an event in the school.

Announcement commonly has the following language features.

- a. Head (the title or type of event).
- b. Body or content (date, place, program, address, etc).
- c. Closing (for more information).
- d. Writer (someone or an institution who make the announcement).

Example:

Announcement	
Our school there will have a Debate competition. All students can join this competition. The competition will be hold on:	
Date	: November 8 th , 2017- November 11 th , 2017
Place	: at hall Mts Darul Ulum Baturaja
Program	: So many door prizes.
	The winner 1 Rp. 2.000.000
	The winner 2 Rp. 1.500.000
	The winner 3 Rp. 1.000.000
Please join us!	
for more information, please contact Mr. Bayu	
Baturaja, Novemeber 1 st , 2017 The Leader of Students Organization	

F. Metode Pembelajaran

Expository Strategy

G. Langkah-langkah Pembelajaran

Langkah-langkah	Waktu
Kegiatan awal -Siswa diberi salam oleh guru -Siswa ditanyakan kabar oleh guru -Siswa diberi arahan untuk memimpin do'a -Siswa di cek kehadiran oleh guru -Siswa ditanya tentang pelajaran sebelumnya oleh guru	10 menit

<p>Kegiatan Inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> - Guru menjelaskan dan memberikan contoh announcement text - Guru menjelaskan language features yang ada pada announcement text <p>Elaborasi</p> <ul style="list-style-type: none"> -Guru memberikan latihan untuk menulis teks announcement secara individu - Siswa dipandu dalam menulis announcement text <p>Konfirmasi</p> <ul style="list-style-type: none"> -Guru mengoreksi hasil tulisan siswa -Siswa diberikan umpan balik positif dan penguatan dalam bentuk lisan maupun tulisan atas hasil kerja siswa dan mengkonfirmasi sebagai sumber dan fasilitator 	<p>25 menit</p> <p>40 menit</p>
<p>Kegiatan akhir</p> <ul style="list-style-type: none"> -Siswa ditanya tentang apa yang telah dipelajari hari ini -Siswa bersama guru menyimpulkan hasil pembelajaran hari ini -Siswa diberi informasi rencana pembelajaran pada pertemuan berikutnya 	<p>5 menit</p>

-Siswa diberi arahan menutup pelajaran dengan berdoa	
--	--

H. Sumber Belajar / Media Pembelajaran

- Buku bahasa Inggris SMP kelas VIII
- Teks (Announcement)
- White board, board marker, dictionary
- Paper

I. Penilaian

1. Teknik : Menulis
2. Bentuk : Teks
3. Instrument : Instrument : Write an announcement text about the topic provided (cleanest class contest, English speech competition, semester assignment)

J. Instrument penilaian

No	The element of writing	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
	Total	100

Mengetahui
Guru Mata pelajaran

Baturaja, 24 Januari 2018
Peneliti

IHSAN ISWADI, S.Pd

ANISYA RANI

Menyetujui,

Kepala Sekolah MTs Darul Ulum Baturaja

ALI SODIK, S.Pd

Appendix 10 Readability of the Writing Test

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)*	Comment
1	Apakah anda paham dengan petunjuk (instruction) no 1?				
2	Apakah anda paham dengan petunjuk (instruction) no 2?				
3	Apakah anda paham dengan petunjuk (instruction) no 3?				
4	Apakah anda paham dengan perintah (direction) no 1?				
5	Apakah anda paham dengan perintah (direction) no 2?				
6	Apakah anda paham dengan perintah (direction) no 3?				

* 1 describe an item that is easy to read and 10 describes an item that is difficult to read.

Appendix 10 Readability of the Writing Test

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)*	Comment
1	Apakah anda paham dengan petunjuk (instruction) no 1?				
2	Apakah anda paham dengan petunjuk (instruction) no 2?				
3	Apakah anda paham dengan petunjuk (instruction) no 3?				
4	Apakah anda paham dengan perintah (direction) no 1?				
5	Apakah anda paham dengan perintah (direction) no 2?				
6	Apakah anda paham dengan perintah (direction) no 3?				

* 1 describe an item that is easy to read and 10 describes an item that is difficult to read.

APPENDIX 11

The Result of Readability Test

NO	Students' Name	Questions and Scale						Total	Mean
		1	2	3	4	5	6		
1	Students 1	1	1	3	1	7	4	17	2.83
2	Students 2	1	2	1	1	8	6	19	3.17
3	Students 3	1	2	1	1	2	2	9	1.5
4	Students 4	1	2	1	1	2	1	8	1.33
5	Students 5	1	1	4	1	2	1	10	1.67
6	Students 6	1	1	5	1	5	1	13	2.17
7	Students 7	1	1	2	1	6	1	12	2
8	Students 8	1	1	1	1	10	1	15	2.5
9	Students 9	1	1	1	2	8	1	14	2.33
10	Students 10	1	2	1	2	7	4	17	2.83
11	Students 11	1	2	3	2	8	7	23	3.83
12	Students 12	1	1	1	1	7	1	12	2
13	Students 13	1	1	1	1	7	1	12	2
14	Students 14	1	1	2	1	7	1	13	2.17
15	Students 15	1	2	2	1	7	1	14	2.33
16	Students 16	1	2	2	1	7	1	14	2.33
17	Students 17	1	2	1	6	7	1	18	3
18	Students 18	1	1	1	2	7	1	13	2.17
19	Students 19	1	1	6	2	1	1	12	2
20	Students 20	1	1	2	2	2	1	9	1.5
21	Students 21	1	1	1	1	7	2	13	2.17
22	Students 22	1	1	1	1	7	1	12	2
23	Students 23	1	2	6	1	6	1	17	2.83
24	Students 24	1	2	4	1	6	2	15	2.5
25	Students 25	1	2	1	1	1	5	11	1.83
26	Students 26	1	1	1	1	1	5	10	1.67
27	Students 27	1	1	1	1	1	5	10	1.67
28	Students 28	1	1	1	1	2	4	10	1.67
29	Students 29	1	1	2	2	2	6	14	2.33
30	Students 30	1	1	2	1	2	2	9	1.5
Total									65.83
Mean									2.19

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above is 2.19 (lower than 4.46), it means that the instrument is readable.

APPENDIX 12

List of Sample of the Research

Experimental Class				Control Class			
No	Students' Name	Gender	Code	No	Students' Name	Gender	Code
1	Adi adwitya	M	X-1	1	Ahmad Rinaldy	M	O-1
2	A fredy kurniawan	M	X-2	2	Aisyah Amini	F	O-2
3	Alya wulan wijaya	F	X-3	3	Almansyah	M	O-3
4	Annisa umayroh	F	X-4	4	Ana Sirngatun	F	O-4
5	Aura Syahmita S	F	X-5	5	Annisa putri	F	O-5
6	Dhana alfia	F	X-6	6	Annisya aprilianti	F	O-6
7	Fadhillah putri	F	X-7	7	Artilla raih W	F	O-7
8	Ikhwan satria	M	X-8	8	Bayu sukma R	M	O-8
9	Jeisella analia	F	X-9	9	Dimas sandi S	M	O-9
10	Luutia puri	F	X-10	10	Erlin berlina	F	O-10
11	M Hamdani zaki	M	X-11	11	Emilia sari	F	O-11
12	M rafi ramadhani	M	X-12	12	Fadia ayu N	F	O-12
13	M ragoz rayhan	M	X-13	13	Fera ulfah	F	O-13
14	Maria sari	M	X-14	14	Ghesya adinda	F	O-14
15	Marsya triamanda	F	X-15	15	Helena patricia	F	O-15
16	Maulana yusuf	M	X-16	16	Irham Firdaus	M	O-16
17	Maulita annisa	F	X-17	17	M Adhe akbar	M	O-17
18	Meilan anggraini	F	X-18	18	M arya prayogi	M	O-18
19	Meta puspita	F	X-19	19	M saleh tauba	M	O-19
20	Muhammad fadhil	M	X-20	20	Meirani zahra	F	O-20
21	Muhammad farhan	M	X-21	21	Mona falla	F	O-21
22	M Sandi sailendra	M	X-22	22	Munawaroh	F	O-22
23	Nabila putri	F	X-23	23	Muhammad rosid	M	O-23
24	Nabila rosyifah	F	X-24	24	Nasya alya salsa	F	O-24
25	Nabilah	F	X-25	25	Niki nabila utami	F	O-25
26	Niken ayu mustika	F	X-26	26	Nursivah	F	O-26
27	Priska florensia	F	X-27	27	Pingkan putri	F	O-27
28	Rahmawati astina	F	X-28	28	Putrid anggraini	F	O-28
29	Refando adel N	M	X-29	29	Qaisar Agung	M	O-29
30	Siti Nurhaliza	F	X-30				

Score Post-test Control class														
No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total R1	Total R2	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2			
1	O-1	16	14	14	14	15	12	22	18	8	6	75	64	69.5
2	O-2	16	15	15	14	12	12	19	20	7	6	69	67	68
3	O-3	14	12	16	14	14	12	18	22	7	7	69	67	68
4	O-4	14	15	17	17	16	12	20	18	8	6	75	68	71.5
5	O-5	16	15	15	15	16	12	22	18	7	8	76	68	72
6	O-6	15	14	16	15	14	11	20	18	6	7	71	65	68
7	O-7	17	15	16	17	16	15	21	17	6	6	76	68	72
8	O-8	18	17	17	17	13	12	22	17	8	7	78	70	74
9	O-9	16	14	15	13	16	14	19	17	7	6	73	68	70.5
10	O-10	18	17	17	16	12	14	22	17	7	7	76	72	74
11	O-11	17	17	15	14	16	13	16	15	7	7	71	65	68
12	O-12	18	18	17	17	16	12	21	18	8	7	80	71	75.5
13	O-13	16	12	16	12	14	11	20	17	8	7	74	61	67.5
14	O-14	17	16	17	17	14	12	22	18	7	6	77	69	73
15	O-15	17	15	15	15	14	12	15	14	7	6	68	59	63.5
16	O-16	17	16	17	15	16	14	21	19	8	7	79	73	76
17	O-17	15	14	16	15	16	16	17	15	8	6	72	66	69
18	O-18	14	12	13	16	12	11	18	18	6	5	63	57	60
19	O-19	16	15	16	17	14	12	22	18	7	7	75	67	71
20	O-20	12	14	13	12	14	15	14	13	6	7	59	64	61.5
21	O-21	17	14	15	16	14	16	18	17	7	8	71	70	70.5
22	O-22	14	14	16	17	13	14	18	16	8	6	69	65	67
23	O-23	17	16	17	15	14	12	22	20	8	9	78	73	75.5
24	O-24	15	14	17	16	15	12	19	17	7	6	73	66	69.5
25	O-25	12	10	13	12	14	14	16	17	7	6	62	59	60.5
26	O-26	17	16	17	16	14	12	23	19	8	8	79	71	75
27	O-27	17	16	17	17	12	12	23	23	8	7	77	75	76
28	O-28	16	17	16	16	14	16	20	22	7	7	74	76	75
29	O-29	18	17	17	16	16	12	22	21	8	8	81	74	77.5
Total		462	430	460	439	416	374	573	519	211	196	2120	1958	2037

APPENDIX 18

The Reliability For Pre-Test Based On Two Raters

Criteria	Score		Rank		D(R1-R2)	D ²
	R1	R2	R1	R2		
Content	841	783	2	3	-1	1
Organization	813	792	3	2	1	1
Vocabulary	779	703	4	4	0	0
Language	957	909	1	1	0	0
Mechanics	362	338	5	5	0	0
Total						2

$$= 1 - \frac{6 \sum D^2}{N(N-1)}$$

$$= 1 - \frac{6(2)}{59(59-1)}$$

$$= 1 - \frac{12}{205.320}$$

$$= 1 - 0.05844535$$

$$= 0.941555$$

The result reliability of the pretest was 0.941555 and the criteria of reliability were very high.

APPENDIX 19

The Reliability for Post-Test Based On Two Raters

Criteria	Score		Rank		D(R1-R2)	D ²
	R1	R2	R1	R2		
Content	924	918	2	3	-1	1
Organization	923	940	3	2	1	1
Vocabulary	874	846	4	4	0	0
Language	1133	1071	1	1	0	0
Mechanics	433	423	5	5	0	0
Total						2

$$= 1 - \frac{6 \sum D^2}{N(N-1)}$$

$$= 1 - \frac{6(2)}{59(59-1)}$$

$$= 1 - \frac{12}{205.320}$$

$$= 1 - 0.05844535$$

$$= 0.941555$$

The result reliability of the pretest was 0.941555 and the criteria of reliability were very high.

Appendix 22

Normality Test Score Post-Test of Experimental Class						
X	Z	Table	F(z)	Fkum	S(z)	Lo
63	-1.82	0.4649	0.0351	1	0.03333	0.0028419
66	-1.31	0.4032	0.0968	2	0.06666	0.0322839
67.5	-1.04	0.3508	0.1492	4	0.13333	0.0201677
67.5	-1.04	0.3508	0.1492	4	0.13333	0.0201677
68	-0.96	0.3289	0.1711	5	0.16666	0.0098097
68.5	-0.87	0.3078	0.1922	7	0.23333	-0.033606
68.5	-0.87	0.3078	0.1922	7	0.23333	-0.033606
69.5	-0.71	0.2549	0.2451	9	0.3	-0.045223
69.5	-0.71	0.2549	0.2451	9	0.3	-0.045223
70	-0.61	0.2291	0.2709	10	0.33333	-0.051681
70.5	-0.53	0.1985	0.3015	12	0.4	-0.085597
70.5	-0.53	0.1985	0.3015	12	0.4	-0.085597
71	-0.44	0.17	0.33	13	0.43333	-0.089355
72	-0.27	0.1026	0.3974	14	0.46666	-0.054213
72.5	-0.18	0.0714	0.4286	17	0.56666	-0.119787
72.5	-0.18	0.0714	0.4286	17	0.56666	-0.119787
72.5	-0.18	0.0714	0.4286	17	0.56666	-0.119787
74	0.08	0.0359	0.5359	19	0.63333	-0.044745
74	0.08	0.0319	0.5319	19	0.63333	-0.044745
74.5	0.16	0.0575	0.5575	21	0.7	0.1425
74.5	0.16	0.0575	0.5575	21	0.7	0.1425
75	0.25	0.0987	0.5987	22	0.73333	-0.110977
76	0.42	0.1664	0.6664	24	0.8	-0.107794
76	0.42	0.1664	0.6664	24	0.8	-0.107794
79	0.85	0.3051	0.8051	25	0.83333	-0.001352
82	0.94	0.3264	0.8264	26	0.86666	-0.01231
84	1.45	0.4279	0.9279	28	0.93333	0.0569323
84	1.81	0.4641	0.9641	28	0.93333	0.0286161
84.5	1.81	0.4641	0.9641	29	0.96666	0.0286161
85	1.97	0.4761	0.9761	30	1	-0.0239
Mean	73.4					
S	5.8	Because L-observed < L-critical, so Ho is accepted				
Konstanta	0.5	Conclusion: the data is normal distribution				
Lo	0.1425					
Lc	0.161					

APPENDIX 24

Homogeneity Test

1. Pre-Test

Variance (S^2) of Pre-test Experimental Class = 6.37

Variance (S^2) of Pre-test Control Class = 6.91

The formula:

$$F_{\text{observe}} = \frac{\text{The biggest variance}}{\text{The smallest variance}}$$

$$F_{\text{observe}} = \frac{6.91}{6.37}$$

$$F_{\text{observe}} = 1.08$$

From the computation above, it found that F_{observed} was 1.08 while the F_{critical} at significant level of 0.05 is 1.53. It means that $F_{\text{observed}} < F_{\text{critical}} = 1.08 < 1.53$. It proved that the variance of the data of the Pre-test was homogeneous.

2. Post-Test

Variance (S^2) of Post-test Experimental Class = 5.80

Variance (S^2) of Post-test Control Class = 4.53

The formula:

$$F_{\text{observed}} = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

$$F_{\text{observed}} = \frac{5.80}{4.53}$$

$$F_{\text{observed}} = 1.28$$

From the computation above, it found that F_{observed} was 1.28 while the F_{critical} at significant level of 0.05 is 1.53. It means that $F_{\text{observed}} < F_{\text{critical}} = 1.28 < 1.53$. It proved that the variance of the data of the Post-test was homogeneous.

Appendix 25

Analysis of Hypothetical Test Experimental and Control Class

Experimental Class

Code	Pre-test X	Post-test X	Gain X	X2
X-1	54.5	74	19.5	380.25
X-2	53.5	72.5	19	361
X-3	63	68	5	25
X-4	58.5	67.5	9	81
X-5	71	82	11	121
X-6	59.5	74.5	15	225
X-7	59	68.5	9.5	90.25
X-8	69.5	84	14.5	210.25
X-9	54.5	67.5	13	169
X-10	70	85	15	225
X-11	65	75	10	100
X-12	63	79	16	256
X-13	53.5	74	20.5	420.25
X-14	70.5	70.5	0	0
X-15	59.5	70	10.5	110.25
X-16	61.5	74.5	13	169
X-17	54	70.5	16.5	272.25
X-18	57	68.5	11.5	132.25
X-19	70	84	14	196
X-20	54	63	9	81
X-21	63.5	72.5	9	81
X-22	51.5	66	14.5	210.25
X-23	64	84.5	20.5	420.25
X-24	59.5	76	16.5	272.25
X-25	44.5	69.5	25	625
X-26	61.5	72.5	11	121
X-27	60.5	72	11.5	132.25
X-28	60	71	11	121
X-29	67.5	76	8.5	72.25
X-30	55	69.5	14.5	210.25
Total	1808.5	2202	393.5	5890.3
Mean	60.28	73.4	13.12	196.3

Control Class

Code	Pre-test Y	Post-test Y	Gain Y	Y2
O-1	64	69.5	5.5	30.25
O-2	62	68	6	36
O-3	61	68	7	49
O-4	63	71.5	8.5	72.25
O-5	70	72	2	4
O-6	59.5	69	9.5	90.25
O-7	61.5	72	10.5	110.25
O-8	70	74	4	16
O-9	60	70.5	10.5	110.25
O-10	69.5	74	4.5	20.25
O-11	64	68	4	16
O-12	69	75.5	6.5	42.25
O-13	58.5	67.5	9	81
O-14	70.5	73	2.5	6.25
O-15	53.5	63.5	10	100
O-16	68	76	8	64
O-17	59.5	69	9.5	90.25
O-18	48	60	12	144
O-19	51.5	71	19.5	380.25
O-20	49.5	61.5	12	144
O-21	68	70.5	2.5	6.25
O-22	55	67	12	144
O-23	72	75.5	3.5	12.25
O-24	56.5	69.5	13	169
O-25	50	60.5	10.5	110.25
O-26	70	75	5	25
O-27	70	76	6	36
O-28	61	75	14	196
O-29	68.5	74	5.5	30.25
Total	1829.5	2037	233	2335.5
Mean	63.09	70.22	8.03	80.53



APPENDIX 26

Hypothetical Test

The Calculating of Hypothetical Analysis by Using Independent t-test

The formula t-test:

$$\Sigma = 393.5$$

$$\Sigma = 233$$

$$\Sigma = 5890.3$$

$$\Sigma = 2335.5$$

$$= 30$$

$$= 29$$

$$= \frac{\frac{\Sigma (X_1 - \bar{X}_1)^2}{n_1 - 1} + \frac{\Sigma (X_2 - \bar{X}_2)^2}{n_2 - 1}}{\frac{\Sigma (X_1 - \bar{X}_1) - \Sigma (X_2 - \bar{X}_2)}{n_1 + n_2}}$$

$$= \frac{\frac{5890.3}{30 - 1} + \frac{2335.5}{29 - 1}}{\frac{393.5 - 233}{30 + 29}}$$

$$= \frac{5.0822}{(0.0678)} (0.0678)$$

$$= \frac{5.0822}{(0.0678)} (0.0678)$$

$$= \frac{5.0822}{(20.919)(0.0678)}$$

$$= \frac{5.0822}{1.1697}$$

$$= 4.3448$$

$$df = N_x + N_y - 2$$

$$df = 30 + 29 - 2$$

$$df = 57$$

The value of t-critical at $df = 59$ and at significant degree 5% (0.05) is 2.660.

H_a is accepted If t observed is higher than t critical or ($t_{\text{observed}} > t_{\text{critical}}$).

H_0 is accepted If t observed is lower than t critical or ($t_{\text{observed}} < t_{\text{critical}}$).

From the calculation:

$4.3448 > 2.660$ there was a significant.

Conclusion:

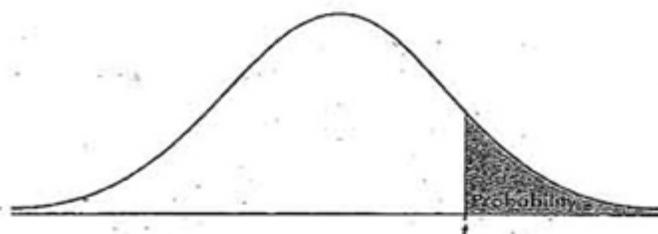
$t_{\text{observed}} > t_{\text{critical}}$, then H_a is accepted. It means that there was a significant of the influence of using Think-Talk-Write Strategy towards students' announcement text writing ability at the second semester of the eighth grade of MTS Darul Ulum Baturaja.

APPENDIX 28 F-Table

F- Table
α = 0.05

df2 \ df1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	24	26	28	30	35	40	45	50	60	70	80	100	200	500	1000	>1000	df1 / df2	
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70	8.69	8.68	8.67	8.67	8.66	8.65	8.64	8.63	8.62	8.62	8.60	8.59	8.59	8.58	8.57	8.57	8.56	8.55	8.54	8.53	8.53	8.54	3	
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86	5.84	5.83	5.82	5.81	5.80	5.79	5.77	5.76	5.75	5.75	5.73	5.72	5.71	5.70	5.69	5.68	5.67	5.66	5.65	5.64	5.63	5.63	5.63	4
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62	4.60	4.59	4.58	4.57	4.56	4.54	4.53	4.52	4.50	4.50	4.48	4.46	4.45	4.44	4.43	4.42	4.42	4.41	4.39	4.37	4.37	4.36	4.36	5
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94	3.92	3.91	3.90	3.88	3.87	3.86	3.84	3.83	3.82	3.81	3.79	3.77	3.76	3.75	3.74	3.73	3.72	3.71	3.69	3.68	3.67	3.67	3.67	6
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51	3.49	3.48	3.47	3.46	3.44	3.43	3.41	3.40	3.39	3.38	3.36	3.34	3.33	3.32	3.30	3.29	3.29	3.27	3.25	3.24	3.23	3.23	3.23	7
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22	3.20	3.19	3.17	3.16	3.15	3.13	3.12	3.10	3.09	3.08	3.06	3.04	3.03	3.02	3.01	2.99	2.99	2.97	2.95	2.94	2.93	2.93	2.93	8
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01	2.99	2.97	2.96	2.95	2.94	2.92	2.90	2.89	2.87	2.86	2.84	2.83	2.81	2.80	2.79	2.78	2.77	2.76	2.73	2.72	2.71	2.71	2.71	9
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85	2.83	2.81	2.80	2.79	2.77	2.75	2.74	2.72	2.71	2.70	2.68	2.66	2.65	2.64	2.62	2.61	2.60	2.59	2.56	2.55	2.54	2.54	2.54	10
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72	2.70	2.69	2.67	2.66	2.65	2.63	2.61	2.59	2.58	2.57	2.55	2.53	2.52	2.51	2.49	2.48	2.47	2.46	2.43	2.42	2.41	2.41	2.41	11
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62	2.60	2.58	2.57	2.56	2.54	2.52	2.51	2.49	2.48	2.47	2.44	2.43	2.41	2.40	2.38	2.37	2.36	2.35	2.32	2.31	2.30	2.30	2.30	12
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53	2.51	2.50	2.48	2.47	2.46	2.44	2.42	2.41	2.39	2.38	2.36	2.34	2.33	2.31	2.30	2.28	2.27	2.26	2.23	2.22	2.21	2.21	2.21	13
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46	2.44	2.43	2.41	2.40	2.39	2.37	2.35	2.33	2.32	2.31	2.28	2.27	2.25	2.24	2.22	2.21	2.20	2.19	2.16	2.14	2.14	2.13	2.13	14
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40	2.38	2.37	2.35	2.34	2.33	2.31	2.29	2.27	2.26	2.25	2.22	2.20	2.19	2.18	2.16	2.15	2.14	2.12	2.10	2.08	2.07	2.07	2.07	15
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35	2.33	2.32	2.30	2.29	2.28	2.25	2.24	2.22	2.21	2.19	2.17	2.15	2.14	2.12	2.11	2.09	2.08	2.07	2.04	2.02	2.02	2.01	2.01	16
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31	2.29	2.27	2.26	2.24	2.23	2.21	2.19	2.17	2.16	2.15	2.12	2.10	2.09	2.08	2.06	2.05	2.03	2.02	1.99	1.97	1.97	1.96	1.96	17
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27	2.25	2.23	2.22	2.20	2.19	2.17	2.15	2.13	2.12	2.11	2.08	2.06	2.05	2.04	2.02	2.00	1.99	1.98	1.95	1.93	1.92	1.92	1.92	18
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23	2.21	2.20	2.18	2.17	2.16	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.97	1.96	1.94	1.91	1.89	1.88	1.88	1.88	19
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.23	2.20	2.18	2.17	2.15	2.14	2.12	2.10	2.08	2.07	2.05	2.04	2.01	1.99	1.98	1.97	1.95	1.93	1.92	1.91	1.88	1.86	1.85	1.84	1.84	20
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.96	1.94	1.92	1.91	1.89	1.88	1.86	1.85	1.82	1.80	1.79	1.78	1.78	22
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11	2.09	2.07	2.05	2.04	2.03	2.00	1.98	1.97	1.95	1.94	1.91	1.89	1.88	1.86	1.84	1.83	1.82	1.80	1.77	1.75	1.74	1.73	1.73	24
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07	2.05	2.03	2.02	2.00	1.99	1.97	1.95	1.93	1.91	1.89	1.87	1.85	1.84	1.82	1.80	1.79	1.77	1.76	1.73	1.71	1.70	1.69	1.69	26
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04	2.02	2.00	1.99	1.97	1.96	1.93	1.91	1.89	1.88	1.87	1.84	1.82	1.80	1.79	1.77	1.75	1.74	1.73	1.69	1.67	1.66	1.66	1.66	28
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01	1.99	1.98	1.96	1.95	1.93	1.91	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.71	1.70	1.66	1.64	1.63	1.62	1.62	30
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.08	2.04	2.01	1.99	1.96	1.94	1.92	1.91	1.89	1.88	1.85	1.83	1.82	1.80	1.79	1.76	1.74	1.72	1.70	1.68	1.66	1.65	1.63	1.60	1.57	1.57	1.56	1.56	35
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92	1.90	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.61	1.59	1.55	1.53	1.52	1.51	1.51	40
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89	1.87	1.86	1.84	1.82	1.81	1.78	1.76	1.74	1.73	1.71	1.68	1.66	1.64	1.63	1.60	1.59	1.57	1.55	1.51	1.49	1.48	1.47	1.47	45
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87	1.85	1.83	1.81	1.80	1.78	1.76	1.74	1.72	1.70	1.69	1.66	1.63	1.61	1.60	1.58	1.56	1.54	1.52	1.48	1.46	1.45	1.44	1.44	50
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84	1.82	1.80	1.78	1.76	1.75	1.72	1.70	1.68	1.66	1.65	1.62	1.59	1.57	1.56	1.53	1.52	1.50	1.48	1.44	1.41	1.40	1.39	1.39	60
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81	1.79	1.77	1.75	1.74	1.72	1.70	1.67	1.65	1.64	1.62	1.59	1.57	1.55	1.53	1.50	1.49	1.47	1.45	1.40	1.37	1.36	1.35	1.35	70
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79	1.77	1.75	1.73	1.72	1.70	1.68	1.65	1.63	1.62	1.60	1.57	1.54	1.52	1.51	1.48	1.46	1.45	1.43	1.38	1.35	1.34	1.33	1.33	80
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77	1.75	1.73	1.71	1.69	1.68	1.65	1.63	1.61	1.59	1.57	1.54	1.52	1.49	1.48	1.45	1.43	1.41	1.39	1.34	1.31	1.30	1.28	1.28	100
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.60	1.57	1.55	1.53	1.52	1.48	1.46	1.43	1.41	1.39	1.36	1.35	1.32	1.26	1.22	1.21	1.19	1.19	200
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.77	1.74	1.71	1.69	1.66	1.64	1.62	1.61	1.59	1.56	1.54	1.52	1.50	1.48	1.45	1.42	1.40	1.38	1.35	1.32	1.30	1.28	1.21	1.16	1.14	1.12	1.12	500
1000	3.85	3.00</																																					

APPENDIX 29 Table t-Distribution Critical Values

Table Distribusi t TABLE B: t -DISTRIBUTION CRITICAL VALUES

df	Tail probability p											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	.765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	.741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	.727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	.718	.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
∞	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

APPENDIX 30 L-Table of Critical Values for the Lilliefors Test for Normality

L- Table

Table of Critical Values for the Lilliefors Test for Normality

Ukuran Sampel (n)	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Sumber: Sudjana, *Metoda Statistika*, Bandung, Tarsito, 1989.

DOCUMENTATION OF THE RESEARCH

A. Activities of Using Think-Talk-Write Strategy (Experimental Class)

The researcher gave explanation the material to the students



The researcher asked students as to read an example announcement text and make a note
(THINK)



The researcher asked students to do interaction with their group to discuss the notes

(TALK)



The researcher asked students to make announcement text from some topic
(WRITE)



B. Activities of Using Expository strategy (Control Class)





KEMENTERIAN AGAMA RI
MAJELIS PENDIDIKAN MENENGAH
MADRASAH TSANAWIYAH DARUL ULUM BATURAJA

Jl. PTP Bunga Mayang Baturaja Kecamatan Sungkai Utara Kabupaten Lampung Utara 34555

SURAT KETERANGAN

Nomor: 197/III. A/08/MTS. DU/2018

Kepala Sekolah Madrasah Tsanawiyah (MTs) Darul Ulum Baturaja dengan ini menerangkan bahwa mahasiswa:

Nama : **ANISYA RANI**
NPM : 1311040031
Semester/ T.A : X (sepuluh)/2018
Program Studi : Pendidikan Bahasa Inggris
Mahasiswa : UIN Raden Intan Lampung

Yang bersangkutan telah melaksanakan penelitian di MTs Darul Ulum Baturaja, tanggal 08 s.d 25 Januari 2018, yang akan dipergunakan untuk penulisan skripsi dengan judul:

“THE INFLUENCE OF USING THINK-TALK-WRITE (TTW) STRATEGY TOWARDS STUDENTS’ ANNOUNCEMENT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF EIGHTH GRADE OF MTS DARUL ULUM BATURAJA IN ACADEMIC YEAR 2017/2018”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Baturaja, 20 Januari 2018
Kepala Sekolah

ALI SODIK, S. Pd

Students' Score Pre-test and Post-test in Experimental Class and Control Class

No	Code	Pre-test Score X1	Code	Post-test Score X2	No	Code	Pre-test Score Y1	Code	Post-test Score Y2
1	X-25	44.5	X-20	63	1	O-20	49.5	O-18	60
2	X-22	51.5	X-22	66	2	O-25	50	O-25	60.5
3	X-2	53.5	X-4	67.5	3	O-19	51.5	O-20	61.5
4	X-13	53.5	X-9	67.5	4	O-15	53.5	O-15	63.5
5	X-17	54	X-3	68	5	O-22	55	O-22	67
6	X-20	54	X-7	68.5	6	O-24	56.5	O-13	67.5
7	X-1	54.5	X-18	68.5	7	O-13	58.5	O-2	68
8	X-9	54.5	X-25	69.5	8	O-6	59.5	O-3	68
9	X-30	55	X-30	69.5	9	O-17	59.5	O-11	68
10	X-18	57	X-15	70	10	O-9	60	O-6	69
11	X-4	58.5	X-17	70.5	11	O-3	61	O-17	69
12	X-7	59	X-14	70.5	12	O-28	61	O-1	69.5
13	X-6	59.5	X-28	71	13	O-7	61.5	O-24	69.5
14	X-15	59.5	X-27	72	14	O-2	62	O-9	70.5
15	X-24	59.5	X-2	72.5	15	O-4	63	O-21	70.5
16	X-28	60	X-21	72.5	16	O-1	64	O-19	71
17	X-27	60.5	X-26	72.5	17	O-11	64	O-4	71.5
18	X-16	61.5	X-1	74	18	O-16	68	O-5	72
19	X-26	61.5	X-13	74	19	O-18	68	O-7	72
20	X-3	63	X-6	74.5	20	O-21	68	O-14	73
21	X-12	63	X-16	74.5	21	O-29	68.5	O-8	74
22	X-21	63.5	X-11	75	22	O-12	69	O-10	74
23	X-23	64	X-24	76	23	O-10	69.5	O-29	74
24	X-11	65	X-29	76	24	O-5	70	O-26	75
25	X-29	67.5	X-12	79	25	O-8	70	O-28	75
26	X-8	69.5	X-5	82	26	O-27	70	O-12	75.5
27	X-19	70	X-19	84	27	O-14	70.5	O-23	75.5
28	X-10	70	X-8	84	28	O-23	72	O-16	76
29	X-14	70.5	X-23	84.5	29	O-26	76	O-27	76
30	X-5	71	X-10	85	Total		1829.5	Total	2037
Total		1808.5	Total	2202	Mean		63.09	Mean	70.22
Mean		60.28	Mean	73.4	Median		63	Median	71
Median		59.75	Median	72.5	Modus		68	Modus	68
Modus		59.5	Modus	72.5					



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STUDENT NUMBER : 1311040031

TITLE : THE INFLUENCE OF USING THINK-TALK-WRITE (TTW) STRATEGY TOWARDS STUDENTS' ANNOUNCEMENT IN SHORT FUNCTIONAL TEXT WRITING ABILITY AT THE FIRST SEMESTER OF GRADE EIGHT OF MTS DARUL ULUM BATURAJA IN ACADEMIC YEAR 2017/2018

No	Date	Consultation	Signature
1			
2			
3			
4			
5			
6			

Bandar Lampung, February 2017
Advisor

Bambang Irfani, M.Pd
NIP. 1973 0517 2006 04 1001



KEMENTERIAN AGAMA
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No	Date	Consultation	Signature
1			
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6			
7			

Bandar Lampung, February 2017
Co. Advisor

Dian Reftya Wati, M.Pd