THE EFFECTIVENESS OF TTW (THINK-TALK-WRITE) STRATEGY IN TEACHING TO WRITE ANNOUNCEMENT TEXT

(An Experimental Research of Year Ten Students of SMA N 1 Tegal in the Academic Year of 2018/2019)

a final project

submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English

by

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Semarang, January 2020

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MOTTO AND DEDICATION

“ Finish is better than perfect.”

To my beloved Mom and Dad

To my brothers, Mas Alif and Dipo

To my best mate, FaishalFarras

To my teachers and lectures

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First of all, I would like to praise to Allah SubhaanahuWaTa‟ala, the Beneficient and the Most Merciful. Thank Allah, for blessing me with this beautiful life and also the great chance to finish my undergraduate study. Then, shalawat and salaam are only given to Prophet Muhammad SAW, the best teacher in this world.

I would like to express my sincere gratitude to Sri WuliFitriati, S.Pd., M.Pd., Ph.Dasmy advisor for giving me such encouragement and continuous guidance so that I could finish this final project.I also dedicate my sincere appreciation to all lectures and staff of English Department.

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My special thanks, as ever, go to my beloved mom (Dewi Trisilowati) and Dad (SugengHarsoyo) for the endless support and prayer, my brothers (Mas Alif and Dipo) for the prayer and help during my ups and downs.

I am also grateful to the best friend I have (FaishalFarras) for being there keeping up with me more thoroughly than others have.Thank you for being there listening to my rant. No words can’t explain how grateful I am for having you.

The last, I want to thank myself for being mentally strong and for not giving up. I would like to congratulate myself and give a big pat on the back.

Finally, I have a great expectation that my research will be useful for anyone who is interested in the topic I presented in this study.

Semarang, January 2020

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ABSTRACT

Meistika, Nisa Dwiyana. 2020. *The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching to Write Announcement Text (An Experimental Research* of Year Ten Students of SMA N 1 Tegal in the Academic Year of 2018/2019). Final Project.EnglishDepartment, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Sri WuliFitriati, S.Pd.,M.Pd., Ph.D.

Key words: Teaching, TTW (Think-Talk-Write) Strategy, Writing, Announcement text

The focus of the study is the effectiveness of TTW (Think-Talk-Write) strategy in teaching to write announcement text to tenth year students. The objectives are to find out how TTW (Think-Talk-Write) strategy is implemented and how this strategy is effective in teaching to write announcement text to year ten students of SMAN 1 Tegal. This strategy facilitates the students to construct their own ideas. This strategy starts from involvement of students in thinking with themselves after reading process. The next is talking with the group and sharing the ideas before writing. Thisis more effective to be done when students working in aheterogeneousgroup to two until six students. They are asked to explain, summarize, or reflect. They also can interact or discuss with their friends. So, the students can help each other expanding their ideas. It is possible thing, they will be easy developing their writing ideas as well as organizing the paragraph or in this case, students are able to make announcement text.

`This is a quantitative research. The subject is the tenth year students consisted of 30 students in each group. To get the result, some tests were conducted, such as pre-test and post-test. To calculate the significant difference between two groups, the writer used SPSS. Based on the t-test computation of the post-test score, the t-value was higher than the t-table (2.19>2.0). The result showed the mean scores of the experimental group pre-test and post-test increased from 80.46 to 84.8 It increased 5.39%. It means that there was a significant difference between the two groups. In conclusion, based on the research that had been conducted, it could be proven that the think-talk-write strategy is effective in teaching to write announcement text.

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CHAPTER I

INTRODUCTION

This chapter deals with what is to be discussed in this final project. This chapter consists of the background of the study, the reason for choosing the topic, statement of the problem, the objective of the study, the significance of the study, the scope and limitation, definition of key terms, and outline of the report. Here is the discussion of each part of this chapter.

1.1 Background of the study

English acts as a global language, or lingua franca, a common language that enables people from various backgrounds to interact on a more or less equitable basis. A language attains a global status when it is recognized in every country. In the aftermath of World War II, due to the strong influence of American and British culture, the English language made its way into the lives of the people of Europe and Asia, and became the language of choice for the international institutions that would set the course of post-war Europe. This resulted in the two creation of the third of Kachru's Circles , the Expanding Circle – that of countries where English has no special administrative status, but is nonetheless learnt and used for international communication. Having such a role, English as Lingua franca has to be of such a great influence for all the fields of human activity in the world.

In today's world, English is used by people in almost every nook and corner of the world. Most papers and journals are published and written in English. Consequently, those who are ignorant in mastering English may not be able to explore new knowledge and this could keep him or her from experiential learning. In a working life, it is essential to be aware of what is going on in the world in order to be successful, and the medias main language

is of course English. The media gives the chance to learn new information about the world, people, events and places. For EFL fstudents, that is mean if they don't mastering English, it would limit them to stay connected to the world.

StudyingEnglish as a foreign language is getting important in Indonesia. English is counted as a first foreign language and is an essential subject to be taught in school. English has four skills; listening, speaking, reading, and writing.In this study, I focus on writing skill, because writing is counted as the most difficult skill to be learned. Writing is a process that involves three main steps; thinking, drafting, revising. The first step, thinking, includes choosing a subject, brainstorming, outlining, and gathering information. The second step, drafting, here students concentrate on explaining and connecting the ideas fully. The last, revising, here students try to make each sentence as concise and good as possible. It requires hard thinking process in order to share their ideas effectively. Good writing skills allow students to communicate ideas with clarity. Bad writing skills, on the other hand, may be disappointing from poorly constructed sentences to grammatical errors. Moreover, writing also facilitates a person to think better. When students learn how to write, they become more competent of analyzing what they read, interpret, and think. Thus, writing is one of the essential skills that should be mastered by the students.

There are some materials in teaching writing; one of them is short functional text. 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 can be seen in students' daily life and it should be an easy material for them. But,I have ever experienced when I became a teacher trainee at a junior high school, many

students got difficulty in writing English. At that time, the students were demanded to make personal letter by their own, but they faced some difficulties. They got difficulties in choosing appropriate words, arranging sentences, grammar, and connecting the ideas into good sentences or text. Besides, it also can happen due to some problems like students' low vocabulary, not interested in writing materials, feel confused and difficult to understand language features of the text.

Obviously, the students' motivation in mastering the writing skill is also varied. Both external and internal motivation of the students seemed to be less equal with their needs in mastering the writing skills. Students who are motivated have great effort and spirit to learn the skill so that the teacher only facilitates them in leaning writing. In contrast, the students with poor motivation needed to be encouraged and given stimulus by the teacher in learning writing. To overcome this, teachers need to construct learning environments, events and processes that encourage and stimulate active participation in ways that triggers desire to learn.

One of the strategies that can stimulate the students in learning is using cooperative learning strategies. In using cooperative learning strategy, the students enhance their skill by using team learning. Sanjaya (2009a) states two reasons. The first, some results of the study proved that the use of cooperative learning can improve the student learning outcomes as well as to improve the ability of social relationships, growing acceptance of self and others lack, and can improve self honor. Second, cooperative learning can make real the needs of students in learning to think, solving problems, and integrating knowledge with skills.

In writing, TTW (Think-Talk-Write) strategy is a cooperative learning type that makes learning process easier. It is introduced by Hunker and

Laughlin. According to Huinker and Laughlin (1996) as cited in Zulkarnaini(2011) the 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 progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing". Means this strategy facilitates the students to construct their own ideas. They also can interact or discuss with their friends. So, the students can help each other expanding their ideas. It is possible, they will be easy developing their writing ideas as well as organizing the paragraph or in this case, students are able to make announcement text.

Based on the problem above, I want to conduct an experimental study with the title "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching to WriteAnnouncement Text for High School Students".

1.2 Reasons for Choosing the Topic

Some reasons why I chose the topic "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching to Write Announcement Text for High School Studentsare stated below.

First, writing is a form of expression and it is an important skill that has to be mastered. Yet, it is difficult to be learned. Therefore, Iwant to make writing activity easier for students through TTW (Think-Talk-Write) strategy. In TTW strategy there are some steps, and they are created to make students be more active. This strategy starts with thinking stage, talking stage where students interact through discussion, and then writing stage where students make note about the result of discussion.

Second, based on my personal experience as a teacher trainee, many students got difficulties in writing English especially writing a short functional text. A short functional text alone makes them feel hard to express what is in their mind. Students have to think carefully on choosing the word and take a lot consideration because this text provides a lot of clearly information and in a few words. Their ability in writing short functional text is still low.

1.3 Statement of the Problem

In this study, I present to answer these following questions:

1) How is TTW strategy implemented in teaching to write announcement text for tenth year students of SMA N 1 Tegal?
2) How effective is the TTW strategy in teaching to write announcement text to tenth year students of SMA N 1 Tegal?

1.4 The Objective of the Study

The aim of this study is to find out how TTW (Think-Talk-Write) strategy is implemented and how effective this strategy is in teaching to write announcement text to tenth year students of SMA N 1 Tegal?

1.5 The significance of the study

For theoretical significance, I expect that this study can be useful to develop students' writing ability especially on announcement text with TTW (Think-Talk-Write)strategy.Also, I provide other researcher to conduct similar study related to students' writing skill by using TTW (Think-Talk-Write) strategy.

For pedagogical significance, this study will help students to develop their ability in writing announcement text by using TTW(Think-Talk-Write) strategy. Besides, teachers can motivate themselves to use this strategy

technique not only for teaching students writing announcement text but also for other subjects in English.

For practical significance, I believe that this study will be useful for teacher and student stated as follow:

(1) Students can develop their ability in writing announcement text through TTW (Think-Talk-Write) strategy. Also, by participating in a classroom, they are given the opportunity to interact with classmates and teacher. This will generates understanding of self-confidence in students' learning.

(2) The teachers know that TTW (Think-Talk-Write) is a good strategy to force students in learning, especially at writing class. Also, it can be useful for English Teachers to get knowledge on how to teach writing using TTW (Think-Talk-Write) strategy.

(3) I hope that this study becomes a reference in conducting the future study, especially teaching to write announcement text using TTW (Think-Talk-Write) strategy.

1.6 Scope and Limitation

To make the study deeper, the problem which is going to be discussed is limited. This study only emphasizedtoknow how is TTW strategy implemented and how effective this strategy is in teaching to writeannouncement text for tenth year students of SMA N 1 Tegal.

1.7 Hypothesis of the Study

Based on the problem presented above, it is hypothesized thatthe TTW (Think-Talk-Write) strategy is effective in teachingto write announcement text skill for tenth year students of SMA N 1 Tegal.

1.8 Definition of Key terms

Some definitions are necessary to be explained for the readers and to avoid misunderstanding. The definitions are stated below.

First, effect is a result of students' writing ability after they are given the TTW (Think-Talk-Write) treatment.

Second, TTW (Think-Talk-Write) is a cooperative learning strategy given to the students as a treatment. This strategy starts from thinking process through reading materials, and talking process through discussing with friends or teacher, then writing process through making note about the result of the discussion.

Third, teaching to write is more than just dealing with matters of hand writing, orthography (the spelling system) and punctuation, it is about helping students to communicate real massage in appropriate manner (Harmer,2004)

Last, announcement text is an official notification about something, whether written or spoken which presented to the public.

1.9 Outline of the Report

There are five chapters in this study. Each chapter deals with what is to be discussed and they link together.

Chapter I introduce the background of the study, the reasons for choosing the topic, statement of the problems, the objectives of the study, the significances of the study, the scope and limitation, definition of key terms, and outline of the report.

Chapter II presentsthereview of previous studies, review of theoretical background, and theoretical framework.

Chapter III discussesthe research design, subject of the study, instrument of the study, methods of collecting data, and methods of analyzing data.

Chapter IV deals with the data analysis and the discussion of research findings. This chapter consists of pre-test analysis, treatment processes, post-test analysis, discussion of the research findings, and obstacle in doing this research.

Chapter V provides the conclusions of this experimental research and some suggestions for English teacher, students, and next researchers based on the discussions of the data analysis and research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of review of previous studies, review of theoretical background, and theoretical framework.

2.1 Review of Previous Studies

The first was study conducted by Suminar&Putri (2015).This study is the effectiveness of TTW (Think-Talk-Write) in teaching to write descriptive text at second grade of UNSWAGATI. This study aimed to find out the effectiveness Think-Talk-Write strategy in teaching to write descriptive text. This is a quasi experimentalstudy with quantitative approach.She shared that the result of teaching writing descriptive text by using Think-Talk-Write strategy was effective because the result in the research score pre-test, post-test control and experimental class weredifferent.Score pre-test and post-test of experimental group > score pre-test and post-test of control group. Based on the finding, teaching by using Think-Talk-Write strategy can effective to students' skill especially in writing descriptive text. This strategy can encourage their learning process.

The second is from Pradita (2016). This study focused on the influence of Think-Talk-Write strategy toward students' writing skill on recount text.This study aimed to find out the influence of using Think-Talk-Write (TTW) strategy toward students' writing skill in recount text of eight grade students.It is an experimental study with quantitative approach, which conducted in two classes; the experimental class and the control class in order to determine whether there is a significant different in students' score in experimental and control class. The result of this study is that the

experimental class that was given treatment using Think-Talk-Write strategy got higher score than the control class. It means that there is an improvement of the students' achievement. Teaching recount text by using Think-Talk-Write strategy can influence on students' writing skills.

Next is from Hananingrum (2012). This study focused on the mastery on writing short functional text. This study aimed to find out if there are significant differences between the mastery of writing short functional text of the students in the eleventh grade before and after being taught by using inside – outside circle technique.She used inside outside circle technique that is a cooperative learning structure that promotes sharing and understanding ideas and content.This study used experimental design that is one group pretest-posttest design. The population is the eleventh grade students of SMA 1 GEBOG KUDUS.Based on the result of the study, she concluded that there is a significant difference between the mastery on writing short functional text of the students in the Eleventh grade of SMA1 GEBOG in the academic year 2012/2013 before and after being taught by usinginside – outside circle technique.

The next previous study conducted by Asnita(2012). This focused on the effect of using Think-Talk-Write strategy toward the ability in writing descriptive paragraph of eight grade students. The object was the effect of using Think-Talk-Write strategy. The design of the study was quasi-experimental design. To analyze the data, the writer adopted Anova formula by using SPSS. After analyzing the data, the writer found that there is significant effect of using Think Talk Write strategy toward The Ability In Writing Descriptive Paragraph Of The Eight Grade Students At Hasanah Islamic Junior High School Pekanbaru, where Fcalculated is14.521 is higher than F0.05 is 4.00. Thus, null hypothesis (H0) is rejected, and alternative hypothesis (Ha) is accepted.

Next, is a study conducted by Khusnatul (2014). This focusedon the effectiveness of Think-Talk-Write (TTW) strategy in teaching analytical exposition writing of the second graders students at MAN Trenggalek. The purpose of this study were: 1) to know the students' ability in writing analytical exposition before being taught by Think-Talk-Write (TTW) strategy, 2) to know the students' ability in writing analytical exposition after being taught by Think-Talk-Write (TTW) strategy, 3) to know there is significant difference of the students' ability in writing analytical exposition before and after being taught by Think-Talk-Write (TTW) strategy.The research design in this research is pre-experimental research that uses one group pretest and posttest design in quantitative approach.The score after being taught by Think-Talk-Wrire (TTW) strategy is higher than the score before being taught by Think-Talk-Write (TTW) strategy. This study also shows the result of T-count was 5.189, whereas T-table with significant level 5% was 2.045. This mean T-count was higher than T-table. So, it can be concluded that Ha which states that there is significant difference by using Think-Talk-Write (TTW) strategy to teach analytical exposition writing of the second graders students at MAN Trenggalek is accepted.

A study conducted by Marfila (2018). Th study focused on the effectiveness of Think-Talk-Write (TTW) strategy toward students writing ability of seventh grade in MTsN 2 Blitar. The purpose of this study was to find out how TTW strategy can effective for improving the students writing ability among the 7th grade in MTsN 2 Blitar. The design in this study is pre-experimental research that uses one group pretest and posttest design in quantitative approach. The finding showed significant difference between the results it of pretest and posttest. The mean of posttest score (77.28) was higher than the mean of pretest score (64.05). The findings revealed that after using think talk write strategy in posttest, the student's score were significantly

better. It means that the treatment improve students writing in descriptive text. And there is any significant different between the students competence in writing descriptive text being taught by Think-Talk-Write (TTW) strategy.

Next is a study written by Sofiyati (2012). This focused on the writing ability in narrative textof the eighth grade students. This aimed to find out whether there is a significantdifference between the writing ability in narrative text for the eighth gradestudents of SMP 1 Kalinyamatan Jepara in the academic year 2011/ 2012 beforeand after being taught by using Think Talk and Write Strategy. The design of this study is Quasi-Experimental study by using test instrument. The result showed that the difference between the writing ability in narrative text for the eighth grade students of SMP 1 Kalinyamatan Jepara in the academic year 2011/ 2012 before and after taught by using Think Talk and Write Strategy is significant. So, using Think Talk Write in teaching writing ability in narrative text needs to be applied increase the student's ability in writing.

Next is a study written by Sholechach (2017).This focused on the effectiveness of using Think-Talk-Write (TTW) strategy in teaching writing skill to the seventh grade student. The objectives of studywere: (1) To know the students' pre-test and post-test scores in writing skill in the experimental group (2) To know the student's pre-test and post-test scores in writing skill in control group (3)To knowthe significant difference score between the students who are taught by using Think Talk Write and who are taught using Guided writing (4)To know the effectiveness in teaching writing skill at first grade of MTs N 2 Surakarta.Thestudy was conducted in the first semester of the seventh grade students of MTs N 2 Surakarta in the academic year of 2015/2016. The samples were two classes which consist of 34 students,class VII 1 as a experiment class and 34 students class VII 2 as the control class. The instrument used was test, the researcher used form of essay test. The

result of the research reveals that there is significant difference score in writing skill between the students taught by using Think Talk Write and students taught Guided Writing to the seventh grade student of MTs N 2 Surakarta. Means, Think Talk Write is more effective to teach writing to seventh grade students of MTs N 2 Surakarta in academic 2015/2016.

Next, there is a study from Rahmawati (2017).The study focused on teaching of English writing especially descriptive text by using Think-Talk-Write (TTW) strategy.The objective ofthis study was to find out whether using Think-Talk-Write (TTW) strategy wereeffective to improve students' ability in writing descriptive text. In this study, the writer used quasi-experimental research design. The writer took the tenth grade students of SMA Negeri 1 Karangtengah as the population and chose class XI MIA 3 and XI MIA 5 as the sample of the study. The total of the subject was 76 students. In conducting this study, the writer collected data that are carried out through a pretest and post test.There was significant difference in the students' writing achievement between the experimental group and control group. Thus, it was concluded that Think-Talk-Write (TTW) strategy was effective to improve students' ability in writing descriptive text.

Last, a study from Dewi (2018). This focused on the effectiveness of using Think-Talk-Write strategy in improving students' ability in writing descriptive text. The objective of this study was to find out whether the use of Think-Talk-Write strategy is effective to improve students' ability in writing descriptive text or not. Also, it intended to see the students' responses toward the use of Think-Talk-Write strategy in teaching descriptive text. The design used was the quasi-experimental design involving sixty students of Grade VII at one public junior high school in Bogor as the sample of this research. The instruments used were pre-test, posttest and the questionnaire of the effectiveness of Think-Talk-Write strategy. The results showed that there

wasan improvement on students' writing in the experimental group after receiving treatment. Furthermore, the findings from questionnaire showed that most students tend to respond positively toward the use of Think-Talk-Write strategy. As a result, it can be concluded that the use of Think-Talk-Write strategy is effective in improving students' ability in writing descriptive text.

By reviewing the previous studies, I feel sure that TTW (Think-Talk-Write) strategy is one of the cooperative learning methods that can be applied for doing the research. The difference is I used the TTW (Think-Talk-Write) strategy in teaching to write announcement text for tenth year students.. I want to find out how is TTW (Think-Talk-Write) strategy implemented and how effective is TTW (Think-Talk-Write) strategy used in teaching to write announcement text to tenth year students of SMA N 1 Tegal.

2.2Review of Theoretical Background

Some related literaturesare presented to support the study:

2.2.1 Definition of Writing

Writing is one of the four language skills. It is an activity where people communicate in the form of words, symbols or letters to share their ideas, emotion, and feeling. According to Nunan (2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Meyers (2005) stated that writing is a way to produce language which does naturally when someone speaks.Writing is also an action process of discovering and organizing the ideas, putting them on a paper andreshaping and revising them. Furthermore, Brown (2000) stated writing skill is a written product which iscompleted after the process of thinking, planning, drafting, and revising and alsodemands efforts and specialized skills of generating ideas, organizing themcoherently, making use of the discourse markers and

the rhetorical conventions,putting all of them into one, revising the content for a clearer meaning, and editingfor accurate grammar into a final product.

According to Harmer (2004), writing is the only skill that can produce a real product, which is touchable, readable, and keepable for long time. In writing, people must get everything right. Unlike speaking where the clarification and explanation can be made directly in order to make the messages clearer we deliver to people we talk to, writing tends to be more exact, precise and uses some special devices to make it work properly on the readers without creating any confusion and misunderstanding or misinterpretation.

From the definitions above, it can be inferred that writing is a skill to produce language from our thoughts, idea and feeling in written form involves some aspect such as content, structure, style, accuracy, originality, grammar after going through the process of thinking, planning, drafting, and revising.

2.2.2 Purpose of Writing

Beyond its form and structure, in writing a text it is further about contemplating the purpose of the text as a way of communication between the writer and the reader (Fitriati&Yonata, 2017). According to Hugo Hartig(1864) cited in Tarigan(1994) the purposes of writing are:

(a) Assignment Purpose

The writer has no aim at all, it is basically a duty or someone asks the writer to write something. Therefore, the idea does not come from writers' self-will.

(b) Altruistic purpose

This purpose is to place the readers to bring the reader's sadness.

(c) Persuasive purpose

This purpose is to make sure the readers of the truth of ideal is shared.

(d) Informational purpose

This purpose is to give information or explanation to the readers.

(e) Self-expressive purpose

This purpose is to introduce or defined author to the readers.

(f) Creative purpose

Its purpose is to reach artistic value and art value.

(g) Problem solving purpose

The writer wants to solve and explain the problem, and to search the thoughts and ideas carefully to be understood by the readers.

2.2.3 Writing Process

Nation (2009) states that in order to focus on the different aspects in writing, the best way is to face writing as process. It is essential to go through several steps as parts of process instead of merely putting words into a text.

Harmer (2004) states that there are four main aspects in writing process. Those are planning, drafting, editing (reflecting and revising), and final version.

(1) Planning

Planning or pre-writing is the step where a writer is stimulated to write by catching ideas and collecting information through brainstorming, making WH-questions and the like. In this step, writers should consider three main issues (Harmer:2004). They have to consider the purpose of writing, the audience they are writing for, and the content structure of the writing. Those three issues will influence the type of the text, the choice of language, the content, the sequence of ideas.

(2) Drafting

Drafting is the step where I put the ideas and it usually called as a draft. This draft can be considered as the raw writing which is needed to be revised before publishing.

(3) Editing (Reflecting and Revising)

In this step, students reread their draft and put feedback from both teachers and peers in consideration to make the draft clearer. Is see parts which are not grammatically accurate or words which have to be changed to avoid ambiguity and confusion.

(4) Final version (Publishing)

Checking grammar, spelling, punctuations, content, structure, language choice is the main task to be done in this stage. After that, I'm ready to send the text to the audience.

2.2.4Definition of Short Functional Text

Based on Cameron and Myers (2013), 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. 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.

Based on the statements above, short functional text can be defined as a type of text that has specific information and helps the readers in their everyday life. This text can be easily found anywhere in the streets, in the school, even in the house.

2.2.5Types of Short Functional Text

Generally, short functional text uses clear, simple, and concise sentences. It also can contain symbols, pictures or instructions. There are many types of short functional text. Based on Prasetyarini (2013a) they are:

(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 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 do anything.

In conclusion, short functional text has types they are announcement, advertisement, memo, invitation, label, postcard, and notice. I will focus on

announcement text to teaching to write in short functional text because announcement text exists in syllabus.

2.1.6Definition of Announcement Text

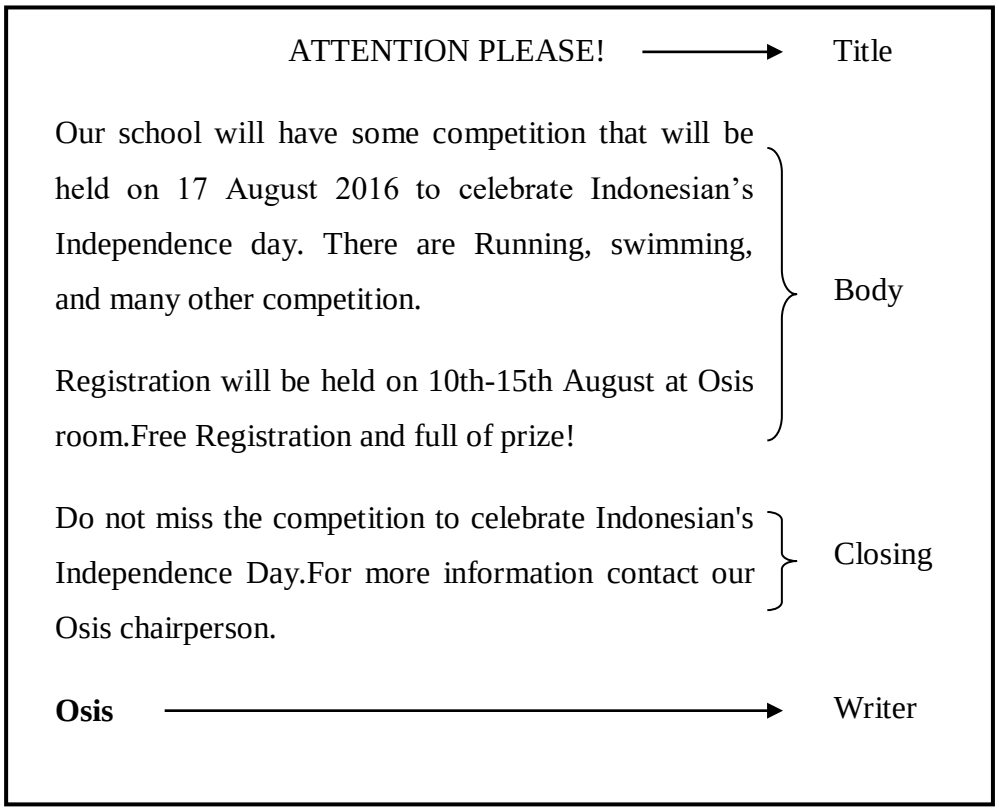
Prasetyarini(2013b) stated that announcement is a statement addressed to public to provide information that something has happened or is going to happen. This text can be easily found in the public area, such as at school, a park, a newspaper, a magazine, a window of a shop, etc.

Announcement text is written concisely, completely, and clearly so that the audience understand it quickly and easily. It contains type of event, date and time, place, and contact person.

Announcement has the following language features:

(1) Head (the title of type of event)
(2) Body or content (date, place, program, address, contact person, etc)
(3) Closing (for more information)
(4) Writer (someone or an institution who make the announcement)

The following is the example:



Source: www.scribd.com

Figure 2.1 Example of AnnouncementText

From the example above, it can be concluded that the announcement is about competition to celebrate Indonesian's Independence Day. Students have to read and analyze to get the information from what the contents of the announcement.

2.1.7Definition of Cooperative Learning

One of the strategies that can stimulate the students in learning is using cooperative learning strategies.Johnson and Johnson (1999) stated that cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Vargastated that cooperative learning is based on the idea that children can learn in groups with the help of the teacher. In a classroom using cooperative learning, children work on activities in small groups and they receive rewards or recognition based on the overall group performance. Working together, looking at things from a different perspective, being able to really listen to each other, communicating and informing, accepting changes and dealing with these changes in a flexible way, thinking and acting in a creative manner, making use of the possibilities of each individual. These are just some of the skills developed within cooperative learning. (Varga, 2011, p.107)

In using cooperative learning, the students enhance their skill by using team learning. Sanjaya, (2009b) states states two reasons. The first, some results of the study proved that the use of cooperative learning can improve the student learning outcomes as well as to improve the ability of social relationships, growing acceptance of self and others lack, and can improve self honor. Second, cooperative learning can make real the needs of students in learning to think, solving problems, and integrating knowledge with skills.

2.1.8Principles of Cooperative Learning

Below are some principles of cooperative learning to help students work more productively and optimally in their group based on Jacobs (2000).

(1) Positive Interdependence

When students share a common learning goal and believe that they need to support each other in achieving that goal, they are morelikely to work more productively in their group. The principle also means

that success in completing a task depends on active participation of each and every member of the group. Unlike negative interdependence that can promote unhealthy competition, positive interdependence promotes cooperation and a strong sense of shared responsibility. When students feel positively interdependent with their peers, learning becomes more enjoyable and effective too.

(2) Maximum Peer Interactions

The principle of maximum peer interactions can help students and teachers overcome the problem of too much teacher talk by giving students more talk time. When students work in groups, several students are talking simultaneously. In a class of 36 students divided to nine groups comprised of four students in each group are speaking simultaneously. So that, using this principle, a sizable number of students will get more opportunities to practice using the target language orally.

(3) Equal Opportunity

When members contribute more or less equally, the groupcan reap greater benefits than when only one or two members do so. Cooperative learning offers many ways of promoting more equal participation among group members.

(4) Individual Accountability

The principle of individual accountability states that as the group as a whole should strive towards achieving its goal, each member should also be held accountable for making a fair contribution to achieving that goal.

2.2.9 Advantages of Cooperative Learning

Based to Slavin (1995), the advantages of cooperative learning divided into two categories:

(1) Motivational

Students are required to work together because individuals' goals can be attained if the group is successful. In other words, the students need to motivate each other to do whatever it needs to help the group to succeed. The rewards (such as praise and encouragement) given to the groups that do well will create an interpersonal motivation from the students to their efforts during the cooperative work.

(2) Cognitive

The cognitive theories fall into two major categories: developmental theories and cognitive elaboration theories. Developmental theories highlight the interaction among children on appropriate tasks can increase their mastery of critical concept. Students will learn from each other during the cooperative learning as when they are discussing a problem, cognitive conflict will arise, inadequate reasoning will be exposed, and higherquality understandings will emerge.

Cognitive elaboration theories emphasize on the recalling information from memories. If students are about to retain some sort of information in the memory and related to information already in memory, they must be engaged in cognitive restructuring or elaboration activities to get the materials. Explaining the materials to someone else is considered as the most effective means of elaboration.

2.2.10Definition of Think-Talk-Write Strategy

This strategy is introduced by Huinker and Laughlin which is built through thinking, speaking and writing. DeAnn Huinkerand Laughlin areprofessor of mathematics education.

Huinker and Laughlin (1996)cited in Zulkarnaini(2011) stated that Think-Talk-Write (TTW) strategy builds in time for thought and reflection and for the organization of ideas and the testing of chose ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.

This strategy starts from involvement of students in thinking with themselves after reading process. Then, talking and sharing the ideas with other peers before writing. Thisis more effective to be done when students working in heterogeneousgroup to two until six students, are asked to explain, summarize, or reflect.

Activity "think" can be seen from read something and make notes what has been thinking. In this process, the students practice to think before, during, and after reading notes to enhance their knowledge even enhance thinking and writing skill.Second is "talk", the stage where students read, explain, and discuss the notes in their group. This process allows students to present their ideas using their own language. After they finish discussing it, the students will convey the result in a form of written text. This stage is called "write".

2.1.5 Steps of TTW (Think-Talk-Write) Strategy

There are three stages in Think-Talk Write StrategybyHuinker and Laughlin (1996)cited in Zulkarnaini(2011), they are:

(1) Think

In this step, students individually identify the text, think, make a note of what has been read with their own words, and things that are not understood by using their own language.. In addition, learning to make a note after reading stimulates thinking activities, so as to enhance knowledge and even improve thinking and writing skill.

(2) Talk

In this step, the students are given the chance to read and test ideas or notes in group discussion activities. Discussion can improve the exploration of words and test ideas. Discussion can also improve understanding. When learners are given a lot of opportunities for discussion, understanding will build up in the learners writing, and then writing can contribute to building understanding. The point is, the students can share the ideas so they know what they really know and what they really need to learn.In addition, in the process of talking, students learn to interact with group members and to create a learning environment that improves their understanding because when the students discuss, they also practice to construct ideas to put forward.

(3) Write

In this stage, students write down their ideas that were obtained in the previous stages. Writing also can help realize oneof the goals of learning that is the understanding students about thematerial that they learned. In addition, teachers can know the students' development, students' errors, misconceptions, and students' conceptions of the same idea.

2.1.6 Benefits of TTW (Think-Talk-Write) Strategy

Based on Huinker and Laughlin (1996) cited in Zulkarnaini (2011) that think-talk-write strategy helps students to think about the concept, share their ideas, and discussing a wording in writing task. The students individually

identify and make a note of the text. Learning to make a note after reading stimulates thinking activities, so as to enhance knowledge and even improve thinking and writing skill.

There is a talk stage in think-talk-write strategy where students are given the chance to read and test ideas or notes in group discussion activities. Discussion provides different perspective to students. Also, it can make students to think deeply and make connections. Students learn to be open to the ideas of others. In essence, ideas from other people and correction from the teacher is an important thing to make better writing.

The think-talk-write strategy is a joyful strategy to encourage students to actively participate in classroom activities.

2.3 Theoretical Framework

In teaching to write announcement text for high school students, teachers are ought to use an appropriate technique to teach writing especially writing announcement as a short functional text. So, teachers need to construct the process of learning that encourage and stimulate active participation in ways that triggers desire to learn. Therefore, this study used think-talk-write strategy to teach writing announcement text to the students.

Think-talk-write strategy can help students to construct their ideas. In addition, they are able to interact or discuss their ideas with peers. So, it can help them to develop and exchange their ideas. In this study, I treated the students with the treatment of how to develop their ideas in writing announcement text as a short functional text by using that technique. There are steps that should be followed in setting up think-talk-write strategy. By the technique, teacher explained the material that would be given that is announcement in short functional text and students were helped to understand

the social function, generic structure, and language features and given vocabulary according to the material. Teacher divided the students into some groups consists of 4-6 students. Then, teachers gave the example of announcement text and asked students to read it individually and make a small note about it *(think*). Next, students discussed with their friends in groups to discuss the contents of the note they made *(talk)*. In this activity, students discussed the ideas that they made individually in the note about what they know related to announcement text. After students discussed the results of any of their ideas, teachers asked them to write down their own announcement text based on the topics that were given to them *(write)*.

This studywas a quasi-experimental research (pre-test and post-test design). Itook two classes; they were an experimental class and control class. The experimental class used think-talk write strategy and the control class usedlecture strategy. Before the treatment was conducted, Igave the pre-test to both of the groups in the form of writing an announcement text based on the topics given by the teacher. The treatment was given to the experimental group, while the control was taught by using expository strategy. After the treatment, Igave post-test to both groups in the form of writing an announcement text based on the topics given by teacher. Finally, I analyzed the result of pre-test and post-test from the two groups. It was compared by using the t-test formula, so Ifound out the significant difference of experimental and control group.

The previous studies related to this study showed that think-talk-write strategy can be used in teaching writing. So, the students were expected to do better in writing announcement text by the think-talk-write strategy. The theoretical framework is described in the following diagram.

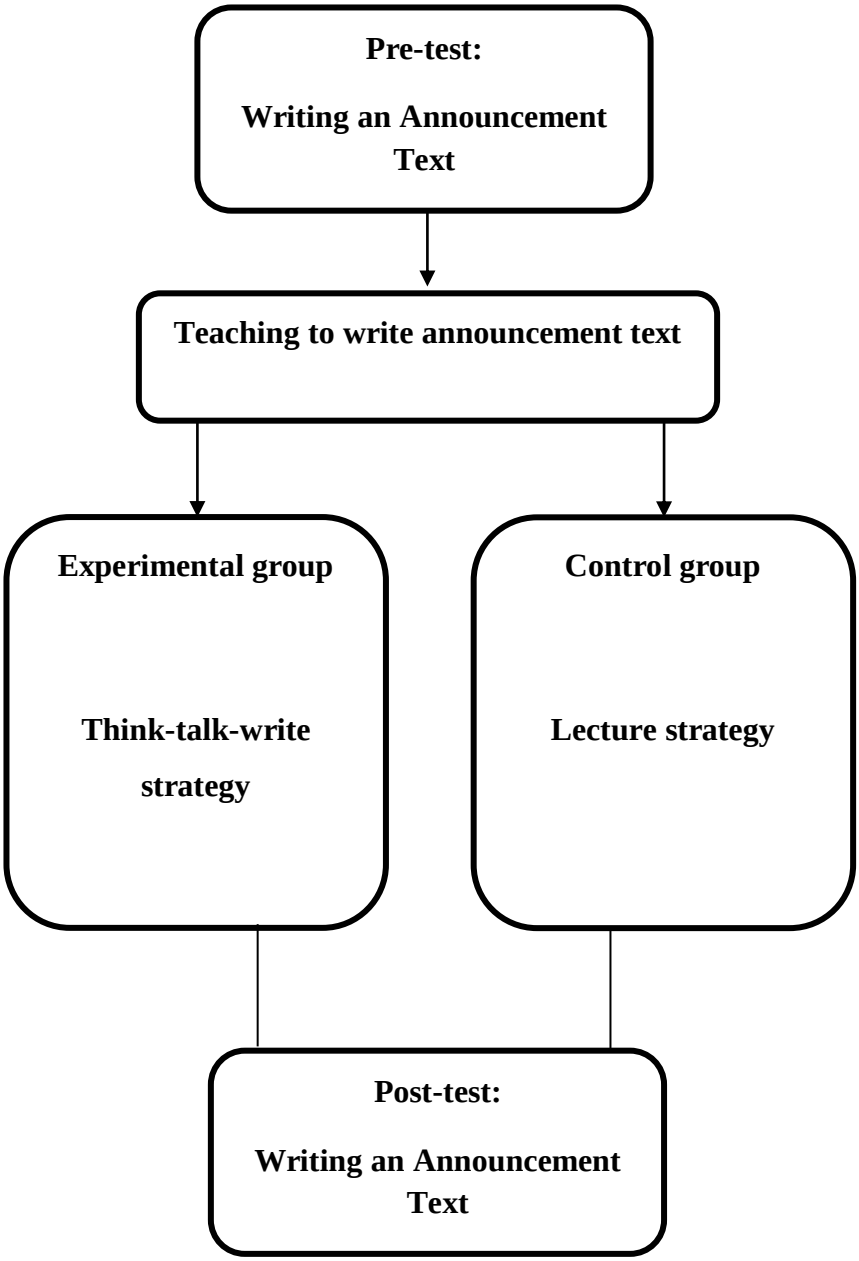


Figure 2.2 Theoretical Framework of the Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions of this experimental research and some suggestions for English teacher, students, and next researchers based on the discussions of the data analysis and research findings.

5.1 Conclusions

The objective of the study was to find out whether or not the Think-Talk-Write strategy was effective in teaching to write announcement text. The result showed the mean scores of the experimental group pre-test and post-test increased from 80.46 to 84.8 It increased 5.39%.The hypothesis is accepted that TTW (Think-Talk-Write) strategy is effective to teach writing announcement text for tenth year students of SMA N 1 Tegal.

The t-test was applied to know the significance of means difference.The result of t-test becomes the quantitative proof whether there issignificant difference of two groups' results or not. The value of t was 4.57. The value of t_{table} with dk = 30 + 30 – 2 = 58, squared to 60 and significance level (α) = 5% is 2.0. Because $t_{value}$is 4.57 >2.0it can be concluded that t-testwas significant, meaning that there were differences in post-test data ofboth groups.In other words, the null hypothesis was rejected and the working hypothesis was accepted.Therefore, the use of Think-Talk-Write strategy is effective in teaching to write announcement text for tenth year students of SMA N 1 Tegal.

It also showed that Think-Talk-Write strategy can be applied inteaching to write announcement text for tenth year students of SMA N 1 Tegal. The students seemed easier to generate the idea and connect the sentences. Thus, by using Think-Talk-Write strategy, they seemed to be more

practical to broaden their imagination and explanation ideas when they were writing. The students' achievement of writing announcement text that were taught by using Think-Talk-Write strategy was better than those who were taught by using lecture method.

5.2 Suggestions

Based on the result of study, I would like to offer some suggestions for English teachers, students, and future researchers.

First, for English teachers, Think-talk-write strategy might be a good alternative method to teach writing. Not only to teach announcement text material, but also other material. It is a good strategy that students learn not only think and talk about what they are going to write, but also to make they easily write a text and their writing is valued. Moreover, this technique also could be applied as a teaching method to make an active learning.

Second, the students need to focus on their group in doing the think-talk-write strategy and need to practice writing a lot in order to make their writing better. They should really talk with other peer in group since it helps them to explore their ideas because they have many chances to discuss. They should also consider some aspects such as organization, content, grammar, punctuation, and the mechanics of writing.

Last, for the future researcher, I hope this strategy not only used in writing an announcement text, but also in other types of text. It may also be useful to have such research with different language skill like listening, speaking, or reading. I also hope that this research can be used as a reference in conducting their future research.

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