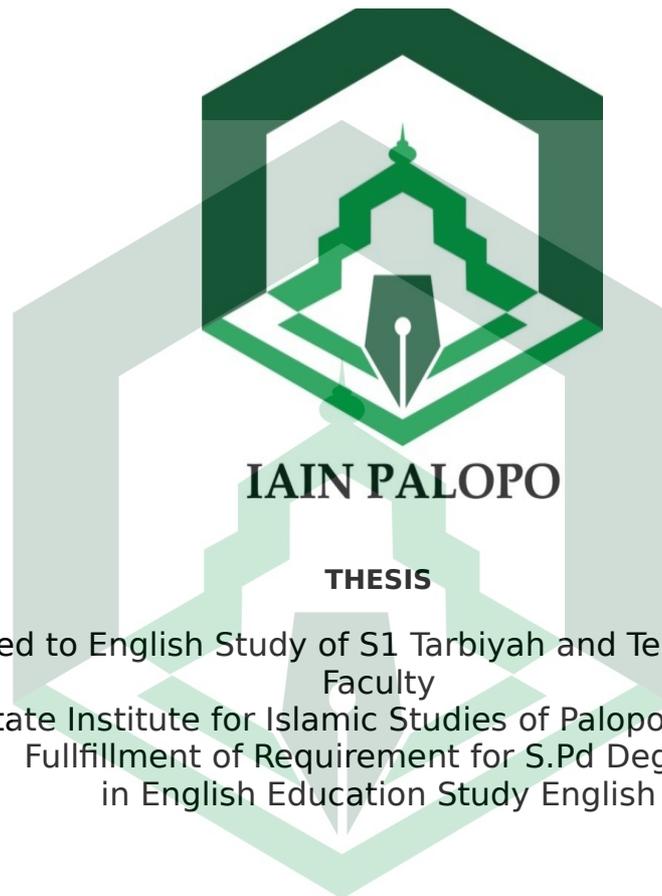


**THE EFFECTIVENESS OF STUDENTS' ENGLISH  
VOCABULARY THROUGH THINK TALK WRITE METHOD AT  
THE EIGHTH YEAR OF MTS AL-QHASASH TO'BIA  
PONRANG**



**IAIN PALOPO**

**THESIS**

Submitted to English Study of S1 Tarbiyah and Teacher Training  
Faculty  
of State Institute for Islamic Studies of Palopo in Partial  
Fulfillment of Requirement for S.Pd Degree  
in English Education Study English

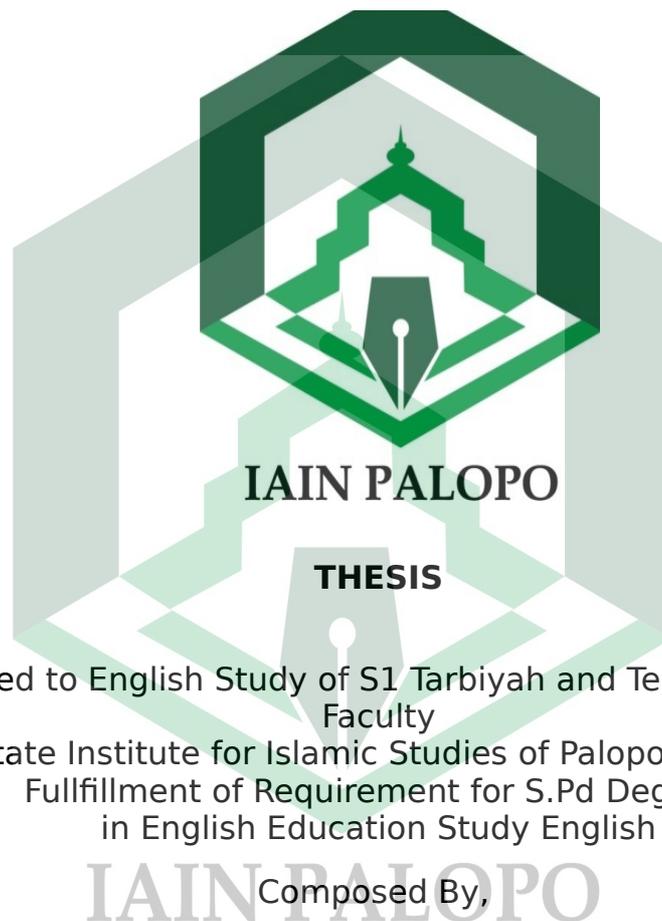
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**FACULTY OF TEACHER TRAINING AND EDUCATION  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
(IAIN) PALOPO  
2016**

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**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF  
TEACHER TRAINING AND EDUCATION THE STATE  
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2016**



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## ACKNOWLEDGMENT



*In the name of Allah, the Most Beneficent, the Most Merciful*

All praise is due to Allah, the researcher express her gratitude the almighty God, Allah SWT. That has given his inspiration, loves, good health and guidance so that the researcher could finish this thesis. Peace and salutation be upon to our prophet of Islam, Muhammad Saw; along his family and companion and his followers.

This thesis is presented to English Education Program of Tarbiyah and Teacher Training Faculty state Institute for Islamic Studies Palopo as a partial fulfillment of the requirements for the degree of S.Pd. (strata 1 ), entitled "*Developing Students English Vocabulary Through Think Talk Write method At the Eighth Year Students of Mts.Al-Qhasash To'bia Ponrang*".

the researcher realizes that this thesis cannot be accomplished without help, guidance, suggestion and motivation from the other. Therefore, in this chance the researcher would like to express respectand thankful to:

1. Dr. Abdul Pirol, M.Ag. as the head of IAIN Palopo, the first. The second Deputy Head and All of the lecturers and their Assistances and the Employers of IAIN Palopo who have taught, educated, helped advice and guidance, Duting this study in IAIN Palopo.
2. Drs. Nurdin Kaso, M.Pd as the dean of Tarbiyah and Teacher Training Faculty of the state Institute for Islamic Studies Palopo.
3. Amalia Yahya, S.E., M.Hum as the head of English Study Program and all of the lectures and staff of IAIN Palopo.
4. Madehang, S.Ag., M.Pd. as the first consultant who had given guidance, explanations, suggestion, some ideas, and corrections to the writer in finishing this thesis and writer's respect for him.

5. Wahibah S.Ag., M.Hum. as the second consultant who had given guidance, explanations, suggestion, some ideas, and corrections to the writer in finishing this thesis and writer's respect for him.
6. The researchers' special thanks to her beloved parents (Abd kadir and Alm. Nurhaedah), my beloved brother and sister (Nurseha, Saipudding Kadir, Ahriyani, Junaid Kadir S.pd, Nurbaiti, Haswan Kadir, Askar Kadir) for their always pray to ALLAH S.W.T and who have always given the researcher help, support, blessing, strenght, provide countless material support and for my brothers and sisters who always pray for researcher to be successful so the researcher can finish this thesis and study at IAIN Palopo.
7. Thank you very much to Andriana Pratiwi S.pd, Sandrawati Abdullah S.pd, Hasmidar S.pd, Arwan Sutiawan, Hasmira, Muh. Obik Saldi S.pd and Hasrida Herman S.T who given the researcher strenght, help and support so the researcher can finishing this thesis.
8. Thanks a million to all of the students at eight year of MTs Al - Qhasash To'bia Ponrang class VII.b that had been participate and join to this research as the respondents so that the research can be run well.
9. The Headmaster of Mts. Al-Qhasash To'bia Ponrang Ihzanuddin, S.Ag and the partner of the researcher in doing the research Wahida S.Pd and all of Teachers of Mts. Al-Qhasash To'bia Ponrang.

The researcher also thanks the other who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The researcher realized that this thesis would not be created without their participation.

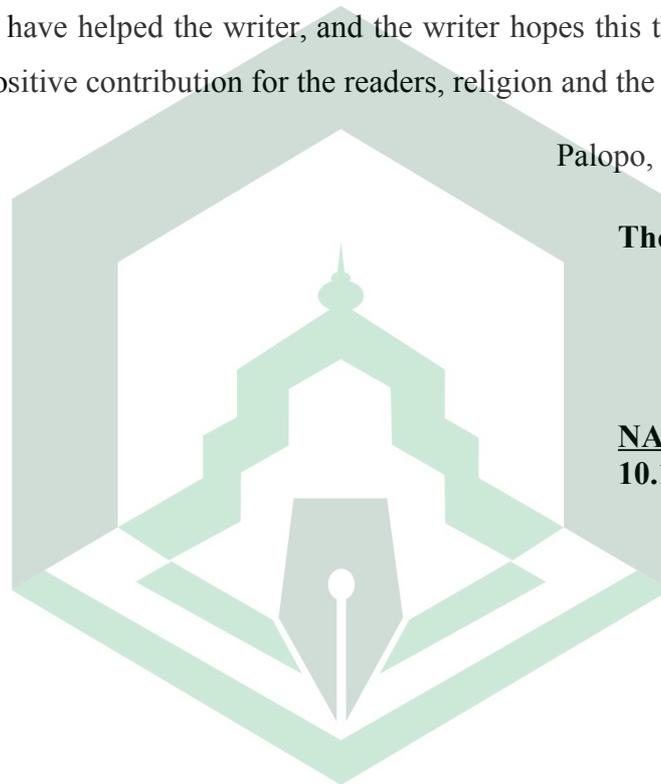
The researcher hopes this thesis can give some value to the students of English department and English teachers and the readers especially developed in teaching-learning of vocabulary. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestions from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the writer prays to the God, may Allah SWT., gives reward to all people who have helped the writer, and the writer hopes this thesis can be useful and gives positive contribution for the readers, religion and the state, *Aamiin*.

Palopo, December 2016,

**The Researcher**

**NASKAH**  
**10.16.3.0078**



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## ABSTRACT

**Naskah, 2016, “The Effectiveness of Student’s English Vocabulary Through Think Talk Write Method At the Eight Year of Mts Al-Qhasash To’bia Ponrang ”.** Thesis, Faculty of Teacher Training and Education the State Institute for islamic studies (IAIN) Palopo. Under Supervisor Madehang,S.Ag.,M.Pd. as the first consultant and Wahibah,S.Ag.,M.Hum. as the second consultant.

**Key Words : The Effectiveness, vocabulary, think talk write method.**

The thesis focused on the use of think talk write method developing students’ English vocabulary at the eighth year students MTs Al - Qhasash To’bia Ponrang. The research problem is that : does think talk write method effectively develop students’ vocabulary at the students of MTs L – Qhasash To’bia Ponrang?

The population of this research is the eighth year students of MTs Al – Qhasash To’bia Ponrang. consists of 120 students. In this research, the researcher used vocabulary test to assess and examine the students’ writing vocabulary. The test are pre-test and post-test.

The researcher collected data by using vocabulary test there are the Indonesian and English vocabulary. The test until 30 about the noun, verb and adjective vocabulary.

The result of this research shows that there were significant developed on students’ vocabulary at the eighth year students of MTs Al – Qhasash To’bia Ponrang after conducting the treatment by using think talk write method. In which of  $t_{count}$  (26.544) is bigger than the score of  $t_{table}$  (2.048). it means that think talk write method gives significant developed to students’ vocabulary.

# BAB I INTRODUCTION

## *A. Background*

Vocabulary is one of language elements that need to be acquired by English learners. Vocabulary is very important to learn language because the people can not communicate without having enough vocabulary<sup>1</sup>.

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<sup>2</sup>.

One of strategy which is suitable in teaching vocabulary is think-talk-write (TTW). Think-talk-write (TTW) starting with thinking through reading, the result of reading is communicate through presentation, discussion, and making note about the result of discussion. There some activities students do in think-talk-write (TTW).

Thinking and talking are important steps in the process of bringing meaning into student's writing. Classroom opportunities for talk enable students to connect the language they know from their own personal experiences and backgrounds with them vocabulary. Talking encourages the exploration of words and the testing of ideas. Talking promotes understanding. When students are given numerous opportunities to talk, the meaning that is constructed finds its way into students' writing, and the writing further contributes to the construction of meaning. writing can help students make their tacit knowledge and thoughts more explicit so that they can look at, and reflect on, their knowledge and thoughts. So, the researcher conclude that this strategy suitable in teaching vocabulary, especially in vocabulary descriptive text.

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1 Jeremy harmer, *the practice of English language*,(New York Longman, 1992), p.23

2 Andriani, M. 2008. *Metode Pembelajaran Think-Talk- Write*.

This is the reason that the researcher applies the developing English vocabulary through think-talk-write (TTW) method to create new styles of teaching rather than old fashioned direct instruction. Education is supposed to become less stressful, more relaxed, and more enjoyable, bringing a long list of educational advantages. The researcher assumes that the students can encourage, and they can enjoy with many activities in think, talk, write method. Activities in learning process contain motivational aspects and will increase the interesting in learning.

In fact, in daily classroom activity, student often find difficulty in vocabulary and how to differentiation among think-talk-write (TTW). At junior high school grade in eighth year less knowledge of vocabulary. When people could master grammar and Pronunciation better than vocabulary, they will be difficult to communicate but if their master vocabulary is better than grammar and Pronunciation they will be easy to communicate<sup>3</sup>. In teaching learning process faces many problems, for example, when the teacher explained some topic, some of student look bored, annoying their friend, they can't keep silent, etc. So, word grouping activity is one of way stressful, more relaxed, and more enjoyable.

Based on the researcher's observation, it was found some problems when the researcher asked the students of the eight year of MTs Al-Qhasash To'bia Ponrang to memorize vocabulary. And the problem was that some student's vocabulary are less, because they were not like the teacher's method, their think that learning vocabulary was monotonous. And the other problems were the students have low motivation and were not interested in memorizing vocabulary. Usually the students were taught by the teacher without being given appropriate method, appropriate technique and interesting media to learning vocabulary.

Basically, there are many method and ways to the effective vocabulary of students which are applied by teachers of English in the classroom such as memorize vocabularies list and teach them to use the vocabulary in the sentences. However the researcher wants to find another way to the effectiveness students'

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3 Widya. *Master Vocabulary is Better Than Grammar and Pronunciation*, (1997), p. 53.

vocabulary namely think talk write method. Through think talk write method, describes that the students will be easy to understand and interested to learn vocabulary.

This method is reasonable to be applied at the students of junior high school especially in MTs Al-Qhasash To'bia Ponrang because many students less understand mastered of vocabulary. The researcher believes that the problems are influenced by many factors such as student's lack of vocabulary, shy to speak, lazy to practice or students don't know what they want to say. But in this cases though think talk write method recognized to reveal students problem in the effectiveness their English vocabulary.

Based on the background above, the researcher interested in carrying out an experiment research on the title of **“The Effectiveness of Student's English Vocabulary through Think Talk Write Method at the Eight Year of MTs Al-Qhasash To'bia Ponrang.”**

### ***B. Problem Statement***

In line with background of study, the main purpose of this study is to find an effective method in developing English vocabulary. So, the formulated research problem is that “Does Think-Talk-Write method effectively develop students' vocabulary at the students of MTS Al-Qhasash To'bia Ponrang?”.

### ***C. Objective of the Research***

Based on the problem statement above, the objective of this research is to find out whether or not the think – talk – write method effective to facilitating the students' vocabulary skills of the eighth year students at MTS Al-Qhasash To'bia Ponrang.

### ***D. Significance of the Research***

The finding of the research is expected to provide contribution and recommendation in identifying some problems faced by the English teachers in teaching English, especially in English writing ability. It is expected to motivate

students in learning English and the result of the study are expected to give contribution for English teacher, student, school, vocabulary and next research.

1. The school

It can improve the schools education quality, especially in English improvement.

2. Students

The result of this study can add new experience for the students in learning process especially in vocabulary, it is hoped that the research can be one of the way to mastering English well.

3. English teachers

It will help the English teacher to choose the appropriate method in teaching learning process especially in vocabulary ability in order to improve students vocabulary ability.

***E. Scope of the Research***

The scope of the research is focused on the use of Think-Talk-Write method developing students' English vocabulary at the eighth year students MTS Al-Qhasash To'bia Ponrang. The vocabulary will be developed on noun, adjective and verb.

***F. Operational Definition***

Think-talk-write (TTW) method is method to develop the students' English vocabulary by using the process think, talk, and write. Learning method Think Talk Write (TTW) can develop the ability to solve the problem. This model the students must joined in learning process in think or dialogue by themselves after reading about the texts. To this process can give the students chance for participate actively. Then, in learning process the students make the small group (3-5) and all of the members read the texts, make the notes, explain, listen, speak and divide the idea to the others member or friends and give

expression in the write. So, by this process the students' English vocabulary able to develop.<sup>4</sup>



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<sup>4</sup>Yamin, Martinis & Bansu I. Ansari. 2012. *Taktik Mengembangkan Kemampuan Individu Siswa*. Jakarta: Referensi. p. 84.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

In this chapter review of related literature researcher begins with what is language in our life and then what function of language itself because language is a tool of communication. How to make relation or communication, that because of language. We can express our ideas and feeling by language or communication. Communication can't run well because there is no good language using of communication. Communication couldn't run well without mastering in vocabularies. So, developing English vocabulary is one of ways to make students have fun, relax, interested, in learning process. So this way, there are some steps in this chapter that is what the language, the function of language, vocabulary as language element, teaching of vocabulary.

Revision on related previous findings is conducted and taken into consideration for this study. Previous findings on occupational stress from both abroad and local are discussed in this chapter. Review on theoretical models in this chapter illustrates the theoretical models from previous studies which would serve as a further support for the findings of the research. Proposed conceptual framework for this study provides a guideline for this study to be conducted in a sequential manner. The main purpose of this chapter is to identify the similarities, differences and relationship between the previous studies and the findings of this study.

- a. Muhammad Ali Subkhan in his research which was entitled "The Implementation of Think Talk Write (TTW) in Teaching Writing to X<sup>th</sup> Grade Students at SMAN 1 Ngawen Blora Academic Year 2015-2016". The result of his study that Think Talk Write in teaching writing is good and make the situation of teaching and learning process enjoyable, active and creative.<sup>1</sup>

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<sup>1</sup>Muhammad Ali Subkhan, *The Implementation of Think Talk Write (TTW) in Teaching Writing to X<sup>th</sup> Grade Students at SMAN 1 Ngawen Blora Academic Year 2015-2016*, (Thesis S1: Universitas Nusantara PGRI Kediri), Unpublished, p. 4.

- b. Liana Pratika Maizal Hartini, to her study by the entitled “The Master of English Vocabulary of the Fifth Grade Students of SD 1 Padurenan Gebog Kudus in Academic Year 2011-2012 Taught By Using Think Talk Write Strategy”. She was concluded that the mastery of English vocabulary of students is better than before taught by using Think Talk Write. So using Think Talk Write in teaching English vocabulary needs to be applied in order to increase the student’s mastery of English vocabulary.<sup>2</sup>
- c. Ingrid Laurensia Simanungkalit and Sortha Silitonga, in their research “The Effect of Applying Thin Talk Write Strategy on Students’ Achievement in Writing Spoof Text”. They make the conclude that by this strategy is higher than the students’ achievement taught by without Think Talk Write strategy.<sup>3</sup>

All these researchers have similarities and differences. The similarities are using Think Talk Write method for teaching and learning process. And differences are all researchers, in this research the researcher using Think Talk Write method to develop the students’ English vocabularies specially to eighth year students of MTs Al-Qhasas To’bia Ponrang. In order to make the students interest to teach vocabularies.

Based on the research and experience above, they mostly tell about improving the students’ vocabulary. Moreover, with method, strategy or technique can make students memorize many vocabularies. So the researcher is interested in taking the research about Developing Students’ English Vocabulary through Think Talk Write method.

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<sup>2</sup>Liana Pratika Maizal Hartini, *The Master of English Vocabulary of the Fifth Grade Students of SD 1 Padurenan Gebog Kudus in Academic Year 2011-2012 Taught By Using Think Talk Write Strategy*, (Thesis S1: Universitas Muria Kudus, 2012), Unpublished, p. ix.

<sup>3</sup>Journal Research, Ingrid Laurensia Simanungkalit and Sortha Silitonga, *The Effect of Applying Thin Talk Write Strategy on Students’ Achievement in Writing Spoof Text*. Unpublished, p. 1.

## B. Some Pertinent Ideas

### 1. Vocabulary

#### a. Definition of vocabulary

Penny Ur defines vocabulary: it is as the words we teach in the foreign language however a new item of vocabulary may be more than a single word<sup>4</sup>. In another view Jhon read comment out that vocabulary is a list of words, sometime phrase, usually arrange in alphabetical order and defines as a dictionary, glossary, or lexicon some words may be recognized by some people but not necessarily.<sup>5</sup>

While according to Martin Manser in his dictionary oxford learner's pocket dictionary, that vocabulary is all the words that a person knows or uses: all the words in a language; list of words that a person knows or uses: all the words with their meanings especially in a book a foreign language.<sup>6</sup>

After seeing some definition of vocabulary above the researcher concludes that vocabulary is a list of words or phrases of a language that has a meaning and function in a language which is used of person to communicate with the other person.

#### b. Kind of Vocabulary

Vocabulary can be varies into various kinds, Classifies vocabulary into four kinds, they are as follows:

##### 1. Reading vocabulary

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<sup>4</sup>Penny Ur. *Methodology in Language Teaching*, (United state of America: Cambridge University Press, 1999), p. 60.

<sup>5</sup>John, Read, *Teaching Foreign-Language skills*. Second Edition, (Chicago and London: United States of America. 2000), p. 60.

<sup>6</sup>Martin Manser, *Oxford Learner's Dictionary*, (New Edition; New York: Oxford University Press, 1980), p. 482.

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

## 2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

## 3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous vocabulary types, the writing vocabulary is stimulated by its user.

## 4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gesture.<sup>7</sup>

## 5. Passive vs active vocabulary

Even if we learn a word, it takes a lot of practice and context connections for us to learn it well. A rough grouping of words we understand when we hear them encompasses our "passive" vocabulary, whereas "active" vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak. In this case, we often have to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrase, where it is commonly used.<sup>8</sup>

## 6. Oral vocabulary:

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<sup>7</sup> Online, <http://en.wikipedia.org/wiki/Vocabulary>. Accessed on January 11<sup>th</sup> 2013.

<sup>8</sup> Ibid.

Consists of words actively is used in speech. The significant character of oral vocabulary is that the speaker in unrehearsed situation actively uses it.

Other kind vocabulary is divided into four, as follow:

- 1) Active vocabulary, who refers to words where student has leaned and they are expected to be able to use.
  - 2) Passive vocabulary, who refers to words who student will recognize when they meet them but which they will probably not to be produced.<sup>9</sup>
- c. Vocabulary Instruction

Traditionally vocabulary instruction was a separate subject where students looked up definitions and constructed sentences. Research has shown that vocabulary development is a gradual process that takes place over time in a broader learning context. Vocabulary instruction is essential because Bryant in Renee said “students with poor vocabularies do not acquire the meaning of new words as quickly as students richer vocabulary”.<sup>10</sup> Understanding this, what does it mean to know a word, and where should vocabulary instruction be included in the classroom, become two vital questions.

Vocabulary can be known on a variety of levels but a vocabulary that is known in-depth will be the most useful for a student. Knowing this, where should vocabulary instruction is included to obtain in-depth learning? An accurate observation when Henriksen said “the meaning of a word can only be understood and learnt in terms of its relationship with other words in the language”<sup>11</sup>.

Vocabulary instruction improves comprehension when both definition and context are given, and has the largest effect when a number of different activities or examples using the word in context are used. The only conclusion to be drawn is that vocabulary instruction needs to take place across the curriculum. A deeper

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<sup>9</sup>Westfall, Tanja, *Language Learning Strategies*.(Inc: 2005), p. 51.

<sup>10</sup>Bryant in Renee, *Assessing Vocabulary*, (Carambrige University Press. 2003), p. 23.

<sup>11</sup>Henriksen, B, *Three Dimensions of Vocabulary development*. (Studies in Second Language Acguestion, 1999), p. 303.

understanding will be acquired when more connections between new and known information is made and more mental effort is exerted. "Learning vocabulary in the context of the subject matter being studied will ensure better comprehension of the subject matter, as well as the ability to use the new vocabulary properly"<sup>12</sup>

### C. Vocabulary in Teaching Learning Program

#### 1. The Vocabulary Learning Process

Learning English and creative student's achievement in understanding and classifying the vocabulary is being learned should be continually improved. The vocabulary in English learning process will improve the learner mastery on words. This process should precede the application of the vocabulary use both inside and outside the classroom. So, the vocabulary has been mastered by the students have to be able to understood, generalized, and implicated in a well communication.

Then, the result of study in the part of teaching and learning process will be related to cognitive or effective process. Concerning to this, Teaching vocabulary is one of technical learning process, Ngalim in Asmur elaborates that "English learning is the process that add manners, and someone knowledge"<sup>13</sup>. The other opinion described by Sunardy in Asmur that English Learning is the activity where anyone process or collects the change manners in their selves, and that change manners is the active one to get the prospect of life.

To find out the vocabulary learning process that we have to know how successful learn vocabulary in good way. According Wilga, there are seven ways to learn vocabulary as follows:

- a. Students must learn to discriminate variation in distributions and new boundaries of meaning. The teachers may give explanations of contrast with narrative language distribution, demonstrate schematically the distribution of meaning of

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<sup>12</sup>Nation, *Learning Vocabulary in Another Language*, (Cambridge University Press: 1992).

<sup>13</sup> Asmur, *Achievement on Vocabulary of the Second Year Students of SLTP Negeri 3 Anggareja Enrekang*, Thesis S1, (Pare-pare: IKIP UNISMUH, 2003), p. 6.

apparently comparable word, or promoted activity which requires for success that the boundaries be respected.

- b. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.
- c. Students should learn to penetrate disguises. With language with the same family of forms where there has been considerable alternative there are many borrowed words and cognates.
- d. Students must learn how to discover new words from themselves.
- e. If students are not discovered it, they need to learn of vocabulary is elastic that they come to make much of the little they know by paraphrase, circumlocution, and definition as they gradually build up a more precise and varied lexicon.
- f. Student must learn how to argue their own vocabulary steadily and systematically. They should begin early to keep individual list of new words and that interest them, and problems which are continually tripping them up.<sup>14</sup>

There are some assumptions in language learning that should be considered when teaching English to students. The assumptions below from different sources (Larsen Freeman, Mackey, Richards and Rogers) as quoted by Ag. Bambang Setiyadi.

1. Learning should be fun and natural for students. In order for them to be successful in learning target language, there must be absence of stress. Students are believed or not to learn language forms directly, commons are believed to be helpful for students interpret meanings.
2. The language should be first presented through sounds, not written symbols. After students can produce the sound with the sounds with the truth, they may begin to read the symbols in target language.
3. The students more sensitive to anything that touches the senses, they read easily to physical objects.
4. Meaning should be made perceptible through concrete objects or by presentation of experience.
5. The idea that teaching should start from what the students already know in order to encourage association process seems to favor students.<sup>15</sup>

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<sup>14</sup> Wilga M. Rivers, *Teaching Foreign-Language Skills*, (London: The University of Chicago Press, 1981), p. 462.

With reference to the opinion above that the learning vocabulary or in the process of memorizing vocabulary has many ways or tricks to learn to make the students interested in learning vocabulary. In this case that, the teacher must truly understand the state of their students so that the learning process can be understood by the students' vocabulary and participate actively in the learning process multiplies provided verbally in writing or another form that can motivate students in the learning process. Who need attention also in the process of vocabulary learning is a teaching staff should give a clear understanding to the students about the vocabulary of good meaning, function, and meaning and usage so that the learning targets or objectives to be achieved.

#### Effectiveness of Vocabulary Learning Strategy

Vocabulary learning strategies can be considered a subset of general learning strategies in second and foreign language acquisition. Mohd. Sahadry Gani Hamzah, Resa kafipour, Saifuddin Kumar Abdullah. Interest in learning strategies first developed in the 1970s with research to identify the characteristics of good language learners. O'Malley and Chamot define learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information". This very broad definition is echoed by Schmitt defining vocabulary learning strategies. Schmitt says learning is "the process by which information is obtained, stored, retrieved and used. Therefore vocabulary learning strategies could be any which affect this broadly defined process."

For helping learners improve the ways they learn vocabulary have been made on a number of grounds. Helping learners to learn how to acquire vocabulary on their own, nothing that it is "not possible for students to learn all the vocabulary what they need in the classroom". To help learners develop their own vocabulary learning strategies as "a powerful approach "which can be based on sensitization to the systems of vocabulary, encouragement of sound dictionary skills and reflection on effective learning techniques. In view of the importance of these strategies, it is useful to find out what vocabulary learning strategies are and

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15 Ag. Bambang Setiadi, *Learning English as Foreign Language*, (Jakarta : Graha Ilmu, 2006), p. 197-178.

examine how they help to build up one's vocabulary, and what strategies the textbooks should introduce to learn. John Paul Loucky the processing taxonomy presented to integrate the media in learning and effectiveness for learning strategy that should be used innovatively of both teachers and learners in vocabulary acquisition.<sup>16</sup>

Clyde Fowl said the outcomes in terms of vocabulary acquisition have not been measured rigorously; the students have definitely become more actively involved in the learning of vocabulary as a result of the notebooks.<sup>17</sup> They are usually aware of words that they have encountered and recorded in their notebooks, which at least indicates a receptive knowledge of these word, and they are able to refer back to their notebooks and refresh their knowledge of any given lexical item or set. If the strategies utilized in organizing and using vocabulary notebook are analyzed in relation to schmitt's taxonomy of vocabulary learning strategy' it is evident that many of the strategies he outlines are involved. He classifies the strategy into five groups: 'social', involving with others; 'Memory', relating new material to existing knowledge; 'Cognitive', manipulation of the language by the learner; 'Meta-cognitive', involving decision-making about the learning process; and 'Determination', deducing the meaning of a new word by one's self. He goes on to distinguish between strategies used in the discovery of a word's meaning, and those used for subsequent consolidation of understanding.

Based on some of the above opinion explain that learning is a key strategy of learning especially its effectiveness in learning vocabulary. So the author tries to conclude that any learning process should have a learning strategy for the learning process is not running just like that, there are many strategies that can be used in learning vocabulary as one of them is a student can record what the teacher in the classroom and learn well in home or at school so. Students can also ask the

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<sup>16</sup> Lcky and Jhon Paul, *Maximizing Vocabulary Development by Systematically Using a Depth of Lexical Processing Taxonomy and Effective Strategies*, (Seinan Women's University, 2006), p. 56.

<sup>17</sup> Fowle and Clyde, *Vocabulary Notebooks Implementation and Outcomes*, (New York: Oxford University Press, 2002), p. 67.

teacher about the information it has received during learning vocabulary for what he did not understand. With the communication between students and teachers can demonstrate that the effectiveness of the learning can be achieved optimally or in other words what is presented to students can be accepted and understood clearly.

#### **D. Method**

There are many techniques or method we can use in teaching English Vocabulary. The appropriate one is depend strongly on the condition of our classroom, the vocabulary are developed using different methods and techniques. Such as word games, crossword puzzle, snake coil, word selection, word definition, letter and number games, search a word, missing letters, words formation, matching, identifying word and completion. The purpose is of course to make the materials more enjoyable, interesting and challenging.<sup>18</sup>

Teaching through context vocabulary in learning process strategies is meaning so that adding new word in repertory our experience. Developing vocabulary is placed new concepts in place good or in a series and arranged vocabulary. Teaching vocabulary is crucial process in learning of language and it must be managed properly. In english structure the words have integral point. It is clue to the luck of vocabulary referential for the students can make students poor in language skill. In this case, before teaching it, the teacher should select the teacher or instructor should what vocabulary the students need.<sup>19</sup>

Teaching is way to transfer information from teacher to the students. Especially in teaching vocabulary I think it is very important thing if we want to improve the students' ability in English subject. Why? Because without more vocabularies the students are going to lack in speaking, writing, listening, and also reading. So the teacher must guide the student to learn vocabulary. Opposite word

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18 Pieter A Napa, *Vocabulary Development Skills*, (Yogyakarta: Kanisius, 1991), p. 66.

19 Jane Wills, *Teaching Vocabulary through English*, (USA: Longman, 1981), p. 115.

is one of good alternative to teach the students so that they can master vocabulary and the teacher must stimulate the students with some ways.

The principles of teaching vocabulary

The writer has assumption to fit explanation on some principles of teaching vocabulary, there are:

1. The teaching of vocabulary should be based on the student's ability.
2. The teaching of vocabulary should be suitable with student's capability.
3. The words are taught from easiest to the difficult.

One of the principles that had been found useful in all methodological decisions is the principles of time effectiveness. The key in all, vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom.

According to the assumption above, explains that to know a word in a language as well as the native speakers knows it needs the ability to:

- a. Recognize it in its spoken or written form.
- b. Relate it to an appropriate object or concept.
- c. Use it in the appropriate grammatical form.
- d. In speech, pronounce it in a recognisable way.
- e. In writing spell it correctly.
- f. Use it with the words it correctly goes with i.e. in the correct collocation.
- g. Use it at the appropriate level or formality.
- h. Awere of its connotations and associations.<sup>20</sup>

The teaching and learning vocabulary has never aroused the song the same degree of interest within of language teaching. As have such issness as grammatical compotence, contrasted, analyzed, reading or writing wich have received considerable attention from scholars and teachers. Assumption inative speakers of language continue to expand their vocabulary in adulthood. Whereas there is comparatifely little development of syntax in adult life.

In vocabulary there is continued development beyond the chillhood years, with adukts constanly adding new words to their vocabulary.

Through reading, occupation and other actifities the primary period for conceptual development, however is early childhood. The vocabulary is adult has

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<sup>20</sup> Michael J. Wallace, *Teaching Vocabulary*, (Oxford: English Language Book Sociaty, 1982). p. 12.

been variously estimated at between 10,000 for a nonacademic adult to over 150,000 for a special scientist. The implication of the teaching vocabulary in memory appear to change as a function of language proficiency low, proficiency language learners, although a test indicated to encode then in memory of the basis of acoustic and to orthographic similarities rather than by association of meaning.

Vocabulary teaching thus involves showing how a word can take on emotional connotation in particular text. Perhaps one of the most useful exercises to deal globally with many of aspects of word knowledge implied in the assumption discussed here is the cloze exercise student fill in blanks to a passage from which words have been deleted.

Here are some techniques for teaching vocabulary, especially new words:

1. Say the words clearly and write it on the board.
2. Get the class to repeat the word in chorus.
3. Translate the word into the students' own language.
4. Ask the students to translate the word.
5. Draw a picture to show what the words mean.
6. Give an English example to show the word is used.
7. Ask a question by using the new word.

Method should become as a side of activity of students in learning process that the researcher concludes that the method is an activity with ways ruler, exercise which can make the students be refreshed after doing serious activity with enjoyable way. In this research, the researcher use method, where the students work together in a common goal.

Many reasons are put on forward by educational expert for using method. In this case carrier in Sukmayanti thesis states that many reason are put forward by the educational experts for using method in the foreign language classroom, they can add fun conversation session, maintain motivation and many others, they are as follows:

- 1) Method add variety to the learning situation.
- 2) Method can be used to change the face of lesson and so maintain motivation.
- 3) Method can be used to punctuate long formal teaching units and renew students' energy before returning to more formal learning.

- 4) Method can give “hidden” practice of specific language points without students being aware of this.
- 5) Method can encourage students’ participation and can remove the inhibitions of those who felt intimidated by normal classroom situation.
- 6) Method can change the role of the teacher from a formal instructor into manager/organizer of activity, so the students can enjoy participating in classroom activity.
- 7) Method can increase teacher – students communication and reduce the domination of the classroom by the teacher.

#### **E. Think-Talk-Write (TTW)**

Definition of think-talk-write (TTW) Zulkarnaini states “Think-Talk-Write Strategy was introduced”. This strategy facilitates the exercise of the language both oral and written fluently. This strategy is based on the interpretation that learning is a social action. Think-talk-write (TTW) strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write strategy is used to develop the writing fluently and exercise the language before write them<sup>21</sup>. Huinker and Laughlin, say that, 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. Think-Talk-Write (TTW) is one of learning strategy which is purpose to improve student’ understanding ability said Martinis Yasmin.<sup>22</sup>

Based on Yasmin and Ansari states this is the steps of Think-Talk-Write (TTW):

- a. Students reading a text and make notes about what they have read (Think), then discuss with their group.

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<sup>21</sup>Zulkarnaini, *Model Kooperatif Tipe Think Talk Write (TTW) Untuk Meningkatkan Kemampuan Menulis karangan Deskripsi dan Berpikir Kritis* (Unpublished Universitas Pendidikan: 2011), p. 82

<sup>22</sup>Martinis Yasmin dan Ansari Bansu I, *Taktik Mengembangkan Kemampuan Individual Siswa*, (Jakarta: Gaung Persada Press Jakarta, Cet. 1: 2008), p. 84

- b. The students 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 students express the result of discussion in form written text (Write). Writing can help the students realize one of learning purpose and measure students understanding the material have learned.
- d. The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.<sup>23</sup>

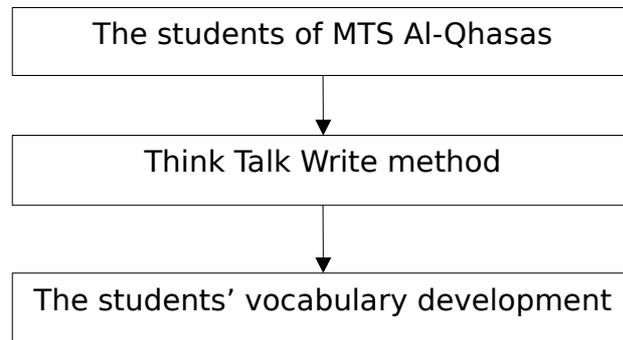
On this strategy, had some step for implementation, that are:

The first step is THINK. Think is a vocabulary that the students read a text (a theme/material). In this vocabulary the students should think possibility the answer, and the students make a little script about ideas that obtained on the text. The second step is TALK. Talk is an activity that certain make a discussion with their friends in a group. In there the students should to sharing the idea that was had at the think step. And make a reached with the groups. The third/ last step is WRITE. In this vocabulary the students appreciation their ideas to an essay about the material that was been given. Write is an activity of all brains that make the right (emotional) and the left (logic) of brains. A good essay make all of brains.

The students give a theme or some material. And the researcher asks to the students for thinking about this theme vocabulary. The second step is talk. In there the researcher devides the students in the class to some groups.

One group composes from four until five students. We ask to students to discussion with their friends in the groups. And the last step is write. We ask to students to write the result from their discussion.

## **F. The Conceptual Framework**



In the diagram above, input, process and output are briefly classified as follows:

1. Input : it refers to material that is writing vocabulary through paper
2. Process : it refers to the activities during teaching and learning process
3. Output : the students' improvement (result) in writing comprehension

#### **G. Hypothesis**

The statistically hypothesis of this research is given as follows:

- a. Null hypothesis (Ho): there is no a significant improvement on the students' vocabulary after treatment through think-talk-write method.
- b. Alternative Hypothesis (Ha): there is significant improvement on the students' vocabulary achievement through think-talk-write method.

## CHAPTER III

### METHOD OF THE RESEARCH.

#### A. Method and Design of Research

##### 1. Method of Research

In this research, the researcher applied a pre-experimental research method. It aims to know “the student’s vocabulary developing through think talk write method”.

##### 2. Research Design

Design in this research was one group pretest-posttest design. This research involved one class of students with pre-test, treatment and post-test design. This design of research can be described as follows<sup>1</sup>:

Pre -test	Independent variable treatment	Post - test
O <sub>1</sub>	X	O <sub>2</sub>

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<sup>1</sup> Suharsimi Arikunto, *Prosedur penelitian*, ( Jakarta: PT Rineka Cipta, 2002), p.77

### ***B. Variable of the Research***

This research involved two variables, such as dependent variable and independent variable. The dependent variable is the students' writing vocabulary and independent variable is write method vocabulary.

### ***C. Location and time***

The location of this research took in the eighth year of Mts Al-Qhasash to'bia ponrang.

### ***D. Population and Sample***

#### **1. Population**

A population is defined as all members of any well-defined class of people, events, or objects. Best population is any group of individuals that have one or more characteristic in common that are of interest to the researcher. It means that the researcher can gather and analyze data from a group of individual which has more than one characteristic. The population of this research is the students at the eighth year of MTS Al-Qhasash To'bia that consists of number of the population are  $\pm$  120 students who are consist of 4 classes.

#### **2. Sample**

This research used purposive sampling. The researcher took VIII.b class as the sample, the number of sample were 30 students, all of the students at class VIII.b have a good participation and easy to understand with the lesson so that is way the researcher chooses class VIII.b as research object.

### ***E. Instrument of the Research***

The researcher used vocabulary test to assess and examine the students' writing vocabulary ability. The tests are pre-test and post-test. The pre-test is given to assess and to examine the students' vocabulary ability by write the meaning of vocabulary

in Indonesian or English based the test in the previous treatment while post-test is given after treatment of applying vocabulary through write the meaning of vocabulary in Indonesian or English as the manner to asses and examine the students' writing vocabulary ability. Both pre-test and post-test are used to find out the development of the students' vocabulary ability after the treatment by using vocabulary test.

#### ***F. Procedure of Collecting Data***

The data was collected by using the procedures as follow:

##### **1. Giving Pre-test**

Before doing the treatment, the students were given pre-test to know their achievement in vocabulary. In this pre-test, the researcher asked the students to do answer the every vocabulary, in the test there are the Indonesian and English vocabulary. The test untill 30 about the noun, verb and adjective vocabulary. The students will use 45 minutes.

##### **2. Giving Treatment**

After giving the pre-test, the students gave treatment for some meetings by applying Think Talk Write (TTW).

The treatment was conducted in four meetings:

- 1) The first meeting, the writer taught vocabulary about the topic "General vocabulary and think talk write".
  - a) Teacher will asked to the students about vocabulary.
  - b) The teacher asked to the students about think talk write.
  - c) Teacher opened students knowledge about vocabulary.

- d) At the beginning of the lesson, the teacher explained about general of vocabulary.
  - e) The teacher explained the function of think talk write in teaching vocabulary.
  - f) The teacher gave example about vocabulary.
  - g) After that, the teacher asked the students to identify about vocabulary.
  - h) The last, the teacher asked the students to repeat all the words that they have studied today.
  - i) Teacher asked the students difficulties as long as teaching learning process.
  - j) The teacher gave conclusion about the materials.
- 2) The second meeting, the writer taught vocabulary about the topic" Noun ( the students can know about noun and easy to memorize that through think talk write"
- a) Teacher will asked to the students about noun.
  - b) Teacher asked to the students to gave example and write in whiteboard to noun vocabulary.
  - c) The teacher divided the students in some small group.
  - d) The teacher gave the reading text every group.
  - e) The students reading the text and make notes about what they have read (think is a vocabulary that the students read a text/material).

- f) The students write. In this vocabulary the students appreciate their ideas about the material that was given, so from this activity the students can make the classification noun, verb and adjective from the text.
  - g) The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.
  - h) Do the discussion about noun from the text.
  - i) The teacher explained noun especially.
  - j) The teacher tried to play the think talk write and especially to noun vocabulary.
  - k) All of the students tried to answer without see the vocabulary which is given.
  - l) Teacher asked the students difficulties as long as teaching learning process.
  - m) Teacher gave conclusion about material.
- 3) The third meeting, the writer taught vocabulary about the topic "Adjective ( the students can know about adjective and easy to memorize that through think talk write )".
- a) Teacher will asked to the students about adjective.
  - b) Teacher asked to the students to give example, write in whiteboard to adjective vocabulary and mention the meaning.
  - c) The teacher divided the students in some small group.
  - d) The teacher gave the reading text every group.

- e) The students reading the text and make notes about what they have read ( think is a vocabulary that the students read a text/material).
  - f) The students write. In this vocabulary the students appreciation their ideas about the material that was given, so from this activity the students can make the classification noun, verb and adjective from the text.
  - g) The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.
  - h) Do the discussion about noun from the text.
  - i) The teacher explained noun especially.
  - j) The teacher tried to play the think talk write and especially to noun vocabulary.
  - k) All of the students tried to answer without see the vocabulary which is given.
  - l) Teacher asked the students difficulties as long as teaching learning process.
  - m) Teacher gave conclusion about material.
- 4) The fourth meeting, the writer taught vocabulary about the topic “ Verb (the students can know about verb and easy to memorize that though think talk write)”.
- a) Teacher will asked to the students about verb.
  - b) Teacher asked to the students to gave example, write in whiteboard to verb vocabulary, try to utter the word and mention the meaning.

- c) The teacher divided the students in some small group.
- d) The teacher gave the reading text every group.
- e) The students reading the text and make notes about what they have read ( think is a vocabulary that the students read a text/material).
- f) The students write. In this vocabulary the students appreciation their ideas about the material that was given, so from this activity the students can make the classification noun, verb and adjective from the text.
- g) The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.
- h) Do the discussion about noun from the text.
- i) her explained noun especially.
- j) The teacher tried to play the think talk write and especially to noun vocabulary.
- k) All of the students tried to answer without see the vocabulary which is given.
- l) Teacher asked the students difficulties as long as teaching learning process.
- m) Teacher gave conclusion about material.

### 3. Giving Post-test

After in view of the pre-test and treatment, the post-test conducted to find out the students' vocabulary achievement. It used to check the result of treatments; it were also be useful to know that way they will be easier to stimulate their memory vocabulary after giving the treatment. The test will be the same with pre test.

### ***G. Processing Technique of Data Analysis***

In this research, the researcher analyzed the data that was collected from the sample by using following techniques.

1. Scoring the students answer from the vocabulary test that was given

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Classifying the students' score into the following classification:

- a) 9,5 – 10 = Excellent
- b) 8,6 – 9,5 = Very good
- c) 7,6 – 8,5 = Good
- d) 6,6 – 7,5 = Fairly good
- e) 5,6 – 6,5 = Fairly
- f) 3,6 – 5,5 = Fairly poor
- g) 0 – 3,5 = poor<sup>2</sup>

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<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan baru dalam teori dan praktek* (Jakarta: PT. Rineka Cipta, 1992), p. 327.

3. Calculating the rate percentage of students score by using the following formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = the cumulative frequency of subjects

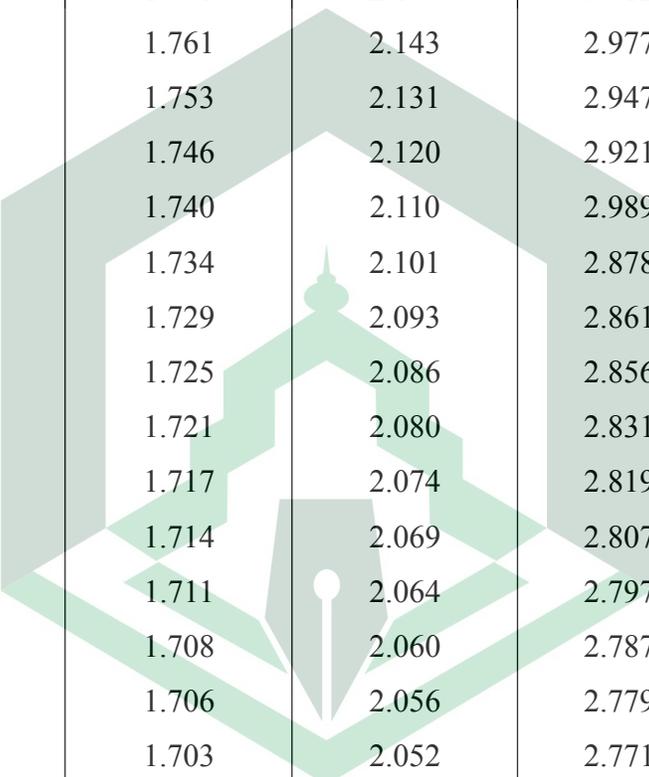
N = total number of subjects

4. In determining the means score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 21 and used table distribution to choose the score of  $t_{\text{count}} (t_0)$ , the table as follow:

**Table 3.1**  
**t-table distribution<sup>3</sup>**

Degree of freedom	P (Level of Significance Two Tailed Test)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408

<sup>3</sup> Tigor Hutapea, *Statistik: Teori dan Aplikasi*. Bandung. Cet 1: (STIE-IBEK). 1995. P. 316



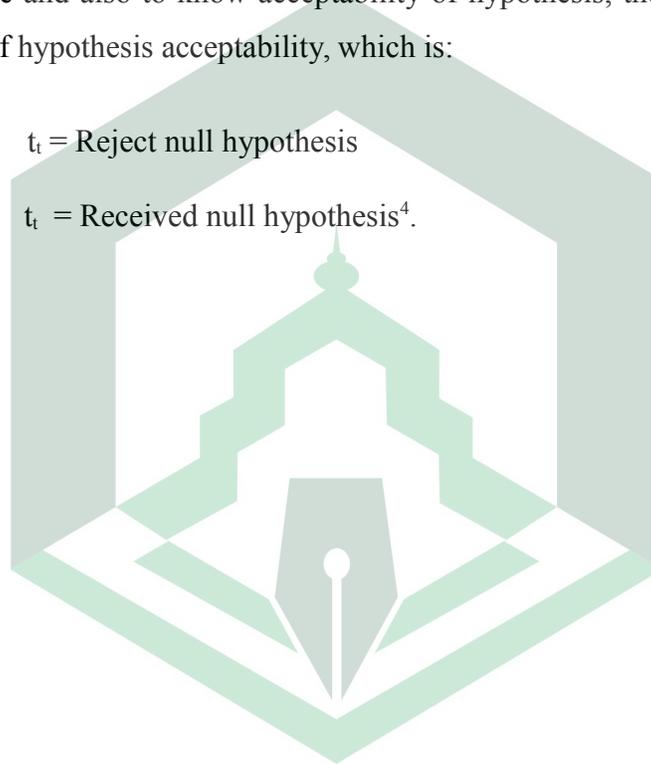
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

5. In analyzing the students' perception the use of think talk write technique, the researcher analyzed the students' answer the writing Indonesia English vocabulary. Then, the researcher classified the students' responses into positive or negative response.

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If  $t_0 \geq t_t$  = Reject null hypothesis

If  $t_0 < t_t$  = Received null hypothesis<sup>4</sup>.



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4 M. Subana, et.al., *Statistik pendidikan*. ( Cet. 1; Bandung: CV Pustakasetia, 2000), p. 172

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter includes two sections. The first is findings and the second is discussions.

#### *A. Findings*

The findings of this research were showed to describe the result of the data that were analyzed statistically. It comprises of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the student's pre-test and post-test. In vocabulary test, the writer used several form of test namely, noun, adjective, and verb.

##### 1. The analysis students' vocabulary score in pre-test and post-test

###### a. Pre-test

In this section, the researcher shows the complete score of the students vocabulary in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 21. It tabulated by following table:

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Table 4.1  
The score of students' vocabulary in pre-test

No	Respondent	Total Correct Answer
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1	001	16
2	002	8
3	003	10
4	004	14
5	005	15
6	006	12
7	007	8
8	008	14
9	009	9
10	010	7
11	011	11
12	012	4
13	013	11
14	014	12
15	015	12
16	016	10
17	017	8
18	018	11
19	019	13
20	020	12
21	021	10
22	022	8
23	023	6
24	024	14
25	025	9
26	026	4
27	027	10
28	028	12
29	029	11

For looking the mean score of students' vocabulary in pre-test, the researcher calculated it by using SPSS 21. The result can be present in to the table descriptive statistic as follow:

Table 4.2

The mean score of students' vocabulary in pre-test

### Descriptive Statistics

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	4	16	10.38	3.005
Valid N (listwise)	29				

Table 4.2 shows that the highest score of students was 16 and the lowest score was 4. Besides, it also indicates that the mean score of students' vocabulary in pre-test was 10.38 and the standard deviation error was 3.005.

In other side, the researcher also had written the students' vocabulary in pre-test can be seen in the table below:

Table 4.3

#### Scoring Classification in pre-test

No.	Classification	Score	Pre-Test	
			Frequency	Percentage
1	Excellent	9,6 – 10	0	0%
2	Very Good	8,6 – 9,4	0	0%
3	Good	7,6 – 8,5	0	0%
4	Fairly Good	6,6 – 7,5	0	0%
5	Fair	5,6 – 6,5	0	0%

6	Poor	3,6 – 5,5	15	51,72%
7	Very Poor	0,0 – 3,5	14	48,28%
Total			29	100%

Based on the table 4.3, we can see that before giving the treatment by using quick thinking technique, there were none of students got “Excellent, Very Good, Good, Fairly Good, and Fairly”, classification. There were 15 students (51,72%) out of 29 students who obtained Fairly Poor classification, 14 (48,28%) obtained “poor” classification. Based on the data above, it can be seen that the students got very poor and poor were more than the students got good score. It can be concluded that the students vocabulary were still low.

b. Post-test

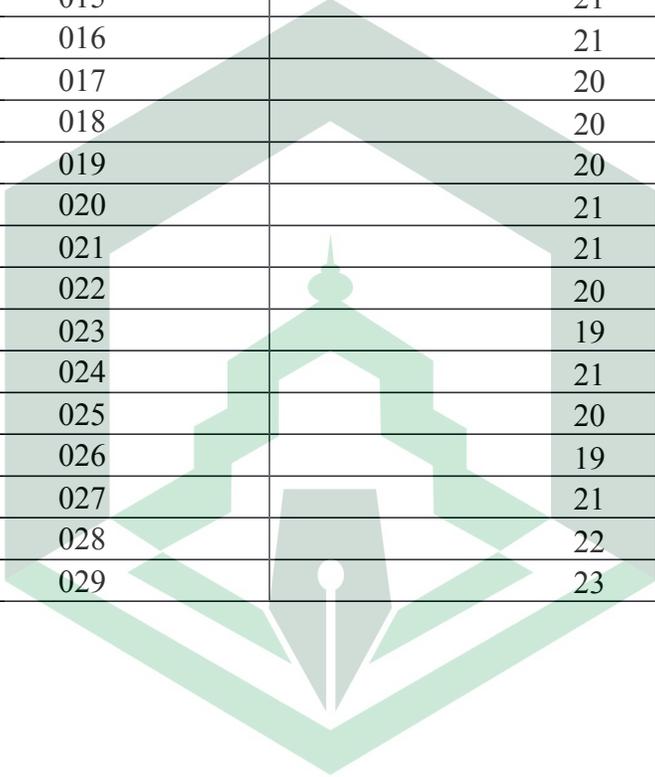
In this section, the researcher shows the complete score of the students vocabulary in post-test. The researcher will present them in the tables and calculate the score by using SPSS 21. It tabulates by following table:

Table 4.4

The score of students' vocabulary in post-test

No	Respondents	Total Correct Answer
1	001	26
2	002	22
3	003	26
4	004	26
5	005	26
6	006	26
7	007	23

8	008	23
9	009	21
10	010	19
11	011	26
12	012	14
13	013	24
14	014	26
15	015	21
16	016	21
17	017	20
18	018	20
19	019	20
20	020	21
21	021	21
22	022	20
23	023	19
24	024	21
25	025	20
26	026	19
27	027	21
28	028	22
29	029	23



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For looking the mean score of students' vocabulary in post-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.5  
The mean score of students' vocabulary in post-test  
Descriptive Statistics  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	29	14	26	22.03	2.884
Valid N (listwise)	29				

Table 4,5 shows that the highest score of students was 26 and the lowest score was 14. Besides, it also indicates that mean score of students' vocabulary in pre-test was 22.03 and the standard deviation error was 2.884.

In other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below:

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Table 4.6  
Scoring classification in post-test

No.	Classification	Score	Pretest	
			Frequency	Percentage
1	Excellent	9,6 – 10	0	0%
2	Very Good	8,6 – 9,5	7	24,14%
3	Good	7,6 – 8,5	5	17,24%
4	Fairly Good	6,6 – 7,5	14	48,28%
5	Fair	5,6 – 6,5	2	6,90%
6	Poor	3,6 – 5,5	1	3,45%
7	Very Poor	0,0 – 3,5	0	0%
Total			29	100%

The table above shows the students' score classification in post-test. The data above describe that in post-test there were 7 students (24,14%) classified as very good, 5 students (17,24%) achieved good classification, 14 students (48,28%) achieved fairly good classification, 2 students (6,90%) achieved fair, and 1 student (3,45%) achieved poor classification. It means that the students' vocabulary ability was improved after treatment.

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Beside that, the researcher also would present the total mean score and standard deviation of in pre-test and post-test and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Table 4.7

The mean score and standard deviation of pre-test and post-test

Descriptive statistics

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	4	16	10.38	3.005
Posttest	29	14	26	22.03	2.884
Valid N (listwise)	29				

Table 4.7 indicates that the standard deviation in pre-test were 3.00 and in post-test were 2.88. It also shows that mean score of the students in pre-test were 10.38 and the mean score of the students in post-test were 22.03. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using think talk write was effective in teaching vocabulary.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this researcher used  $t_{test}$  analysis and calculated it by using SPSS 21. The result can be shown in the table of paired samples statistic, paired samples correlation, and paired samples test. It was presented in the following tables:

Table 4.8

The paired sample statistics of Pre-test and Post-test

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	22.03	29	2.884	.536
	pretest	10.38	29	3.005	.558

### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	29	.678	.000

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 3.005 and 2.884 in post-test. Beside, the standard deviation error in pre-test was 0.558 and in post-test was 0.536. the table above also shows that mean score in pre-test was 10.38 and in post-test was 22.03. It could be concluded that the students' score improved 10.3 to 22.0.

The table paired samples correlations of pre-test above present that correlation of the students' ability before and after treatment is 0.6. It means that there was a significant correlation of students' ability in teaching vocabulary by using think talk write method technique before and after treatment.

Table 4.9  
The paired samples of pre-test and post-test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Paired Sample 1	posttest	11.655	2.365	.439	10.756	12.555	26.54	28	.000
	-	5					4		
	pretest						4		

From the table samples test 4.9, the researcher got the data that  $t_0(t_{count}) = 26.544$  and  $df$  (degree of freedom) = 28. According to the value of  $t_t = 2.048$ . It was the standard of signification 0.05 with degree of freedom ( $df$ ) = 28. Base on the result, the researcher concluded that  $t_0(t_{count})$  was higher than  $t_t(t_{table})$ ,  $t_0 > t_t$ .

$$26.544 > 2.04$$

Related to  $t_0$  (count) that  $t_{table}$ , it meant that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It concluded that there was a significance difference in vocabulary before and after using think talk write method technique. Because of that, the researcher believed that think talk write method was effective in developed vocabulary at the eighth year of Mts Al-Qashash to'bia ponrang.

### ***B. Discussions***

In this section, the researcher presented the result of data analysis in findings. It discussed about the using of think talk write method at the eighth year of MTs Al-Qhasash To'bia Ponrang.

After analyzing the data of students' test, it showed that  $t_{\text{count}}(t_0)$  with the value (26.544) was higher than  $t_{\text{table}}(t_t)$  with the value (2.048) with degree of freedom (df) = 28 and on the level 0.05. It means that there was a significant difference between the result of post-test.

**Table 4.20**  
**Table of the t-test of the students**

Variable	$t_{\text{count}}(t_0)$	$t_{\text{table}}(t_t)$
X1 – X2	26.544	2.048

The table of  $t_{\text{test}}$  above showed that the value of  $t_0$  was higher than  $t_t$ , It could be conclude that the research hypothesis was confirmed.

This is indicating that applying Think Talk Write give good contributes to English teacher to teach their students especially into back up the students' vocabulary The students enjoyed getting material and the situation of classroom to be good and fun. The students also participated actively in learning process continuing and the students competed to remember the vocabulary after giving treatment Think Talk Write. The writer concludes that the teacher should try to apply Think Talk Write when they want to teach to the students.

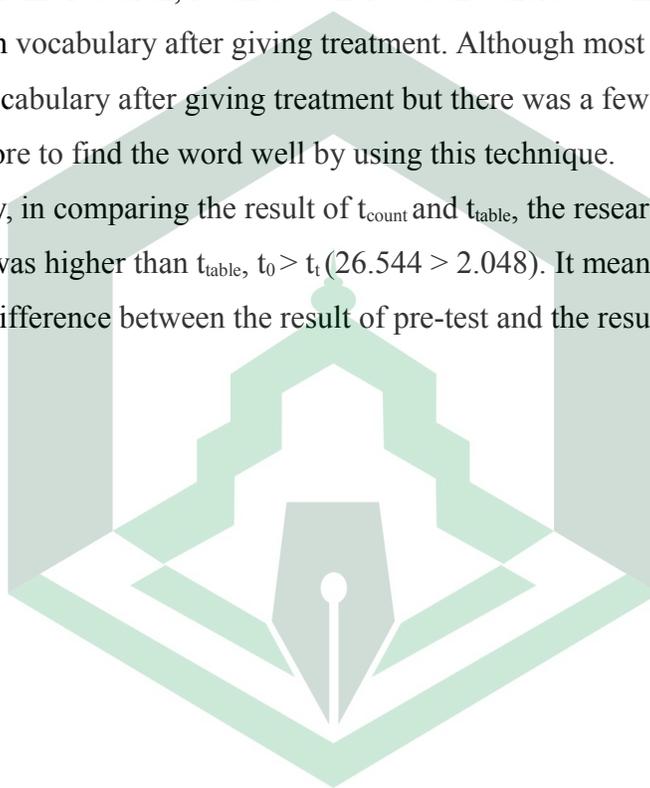
So, Think Talk Write can develop the ability of students after treatment. And the problems students based on the result of data analysis finding, this is result of the connected with the theory from the writers' experience. In teaching process using Think Talk Write was interest. The students competed to remember the vocabulary after treatment in teaching process. Related to the all of the findings as a real fact if Think Talk Write method gave better effect. It could be seen in the result of the students' mean score and standard deviation after treatment of post test. It was proved

that Think Talk Write method was effective in develop the students' English vocabulary.

From the respondents' vocabulary skill in post-test above, it can be concluded that there is improving student's vocabulary.

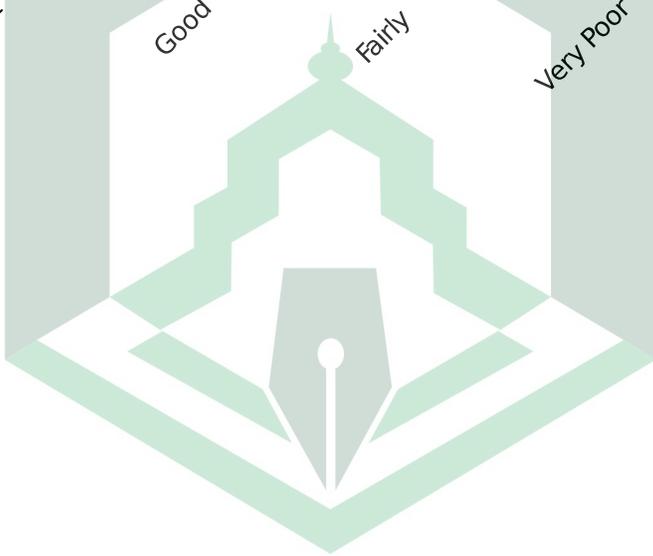
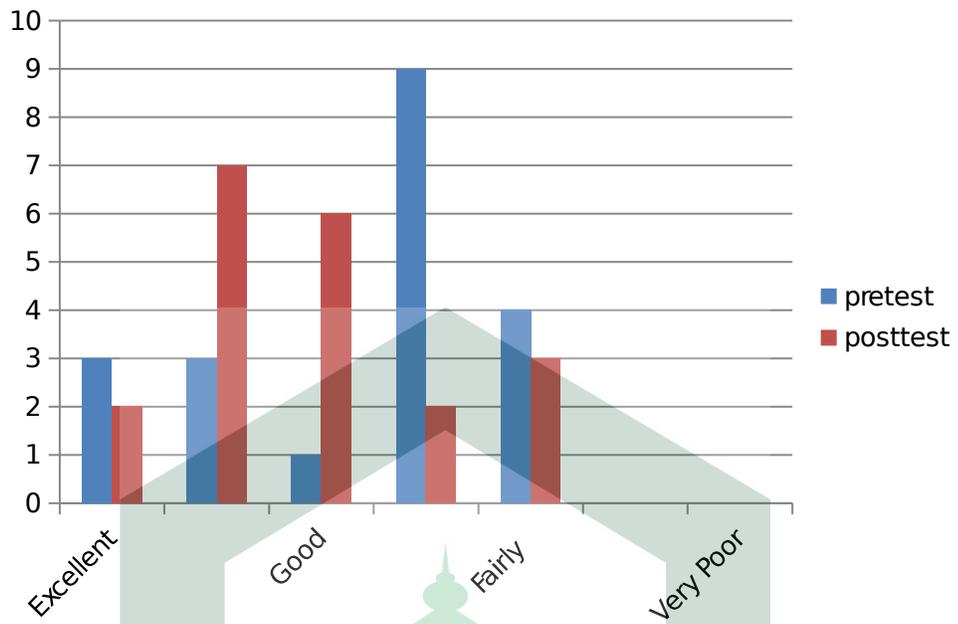
Based on same respondents' vocabulary as examples that represent all respondents in this research, it can be concluded that there was improving of competency in vocabulary after giving treatment. Although most of the respondents had a good vocabulary after giving treatment but there was a few of them that still have to try more to find the word well by using this technique.

Finally, in comparing the result of  $t_{\text{count}}$  and  $t_{\text{table}}$ , the researcher found that the value of  $t_{\text{count}}$  was higher than  $t_{\text{table}}$ ,  $t_0 > t_t$  ( $26.544 > 2.048$ ). It means that there was significance difference between the result of pre-test and the result of post-test.



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The score of pretest and posttest can be shown in the following chart:



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and some suggestions based on findings, and application of the writer.

#### **A. Conclusion**

The conclusions from result of data analysis and findings this research:

Based on the data analysis of this research, it could be concluded that, Think Talk Write is effective to develop the students' English vocabulary at the students of MTS Al-Qhasas To'bia Ponrang. The students' result in pre-test with mean score 10.38 and post test of mean score 22.03. There is a significant difference between score before and after treatment Think Talk Write.

It can be proven by the students' result in pre-test and post test with showing that score  $t_t$  2.048 and score  $t_o$  26.544, Its mean that Null Hypothesis is rejected while the Alternative Hypothesis is accepted and the other word that Think Talk Write is effective to develop students' English vocabulary.

#### **B. Suggestion**

The writer would like to give some suggestions about teaching vocabulary by method as follows:

1. English teacher especially in junior high school should give an appropriate Think Talk Write method to the students which could make them enjoy getting the material in teaching vocabulary process and also the teacher should make the classroom situation fun.

2. The teacher should stimulate the students to memorize vocabulary more actively. So, if a teacher wants to increase the students vocabulary, he/she may formulate this Think Talk Write method to the students.
3. For the students of junior high school, their vocabulary should be increased by using Think Talk Write because TTW was effective in teaching.



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