USING THINK-TALK-WRITE: ENHANCING STUDENTS’
GRAMMAR MASTERY VIEWED FROM SELF-CONFIDENCE
(An Experimental Research to the Third Semester Students of the English
Education Department of Veteran Bangun Nusantara University Sukoharjo
in the Academic Year of 2014/2015)

A THESIS
Written as a Partial Fulfillment of the Requirements to Obtain
the Master Degree of English Education

By:
IFUL RAHMAWATI MEGA
S891308019

GRADUATE PROGRAM OF ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2015
PRONOUNCEMENT

I would like to certify that the thesis entitled “Using Think-Talk-Write: Enhancing Students’ Grammar Mastery Viewed from Self-Confidence (An Experimental Research to the Third Semester Students of the English Education Department of Veteran Bangun Nusantara University Sukoharjo in the Academic Year of 2014/2015) is really my own work. It is not plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the Bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, February 2015

Iful Rahmawati Mega
ABSTRACT

Iful Rahmawati Mega, S891308019. 2015. Using Think-Talk-Write: Enhancing Students’ Grammar Mastery Viewed from Self-Confidence (An Experimental Research to the Third Semester Students of the English Education Department of Veteran Bangun Nusantara University Sukoharjo in the Academic Year of 2014/2015. First Supervisor: Dr Abdul Asib, M.Pd; Second Supervisor: Dr. Sumardi, M.Hum. Thesis: English Education Department, Graduate School, Teacher Training and Education Faculty, Sebelas Maret University. Surakarta.

The research aims at revealing whether: (1) Think-Talk-Write is more effective than Lecturing method to teach grammar; (2) the students with high level of self-confidence have better grammar mastery than those with low level of self-confidence; and (3) there is an interaction between the teaching methods and students’ level of self-confidence in teaching grammar.

This experimental research was carried out at the English Education Department of Veteran Bangun Nusantara University Sukoharjo in the academic year of 2014/2015. The population is all of the third semester students of English Education Department of Veteran Bangun Nusantara University Sukoharjo in the academic year of 2014/2015. The sample was taken by using cluster random sampling technique and it yields two classes: class B as the experimental group and class C as the control group in which each consists of 30 students for the sample of the study. The experimental group was treated by using Think-Talk-Write (TTW) method; while the control group was treated by using lecturing method. The instruments used to collect the data are a test on grammar mastery and a questionnaire on self-confidence. The data were analyzed by using multifactor analysis of variance (ANOVA 2X2) and tukey test.

The result of data analysis shows that: (1) Think-Talk-Write differs significantly from Lecturing Method to teach grammar because $F_o > F_t$ and $q_0 > q_t$ and TTW is more effective than Lecturing Method to teach grammar because the mean of $A_1 > A_2$; (2) students having high self-confidence differ significantly from those having low self-confidence because $F_o > F_t$ and $q_0 > q_t$ and the students having high self-confidence have better grammar mastery than the students having low self-confidence because the mean of $B_1 > B_2$; and (3) there is an interaction between teaching methods and students’ level of self-confidence in teaching grammar because $F_o > F_t$. In addition, the result of Tukey test shows that: (a) for the students having high self-confidence, TTW differs significantly from Lecturing Method to teach grammar because $q_0$ (between $A_1B_1$ and $A_2B_1$) > $q_t$ and TTW is more effective than Lecturing Method to teach grammar because the mean of $A_1B_1 > A_2B_1$; and also (b) for the students having low self-confidence, Lecturing Method does not differ significantly from TTW to teach grammar because $q_0$ (between $A_1B_2$ and $A_2B_2$) < $q_t$.

Based on the above findings, it can be concluded that Think-Talk-Write is an effective method to teach grammar, students having high self-confidence have better grammar mastery, and there is an interaction between teaching method and students’ level of self-confidence in teaching grammar for the third semester students of the English Education Department of Veteran Bangun Nusantara University Sukoharjo in the Academic Year of 2014/2015.

Key words: Think-Talk-Write, Lecturing Method.
MOTTO

Verily, with every difficulty there is a relief

(Qur'an, 94: 5-6)
DEDICATION

With love, this thesis is special dedicated to:

My beloved parents Bambang Siptanto and Sri Sukasih

My beloved little brothers Dendly and Hisyam

My lovely friends Eris, Riska, Dita, Rina, Anis, Irene, Eka, Rani

My almamater Sebelas Maret University
ACKNOWLEDGMENT

Alhamdulillah all praises just be for Allah SWT, the Merciful Lord, for His blessing to the researcher, helping, and giving her mercy, guidance, health, strength, and everything during working and finishing this thesis. The researcher received support, advice, and assistance from many people. Thus, she would like to express her gratitude to those who give great contribution to the researcher to finish this thesis:

1. The Dean of Teacher Training and Education Faculty.
2. Dr. Abdul Asib, M.Pd., the Head of English Education Department of Graduate School and the first consultant for his guidance, patience, and support in completing this thesis.
3. Dr. Sumardi, M.Hum., as the second consultant for his time, patience, help, correction, guidance, and suggestions.
4. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D., the academic consultant for her time and guidance.
5. Purwani Indri Astuti, S.S, M.Hum., the Head of English Education Department of Teacher Training and Education Faculty of Veteran Bangun Nusantara University, for her permission to research.
6. Veronika Unun Pratiwi, S.Pd, M.Pd, the Grammar lecturer in Veteran Bangun Nusantara University for her guidance during the research.
7. The third semester students of English Education Department of Veteran Bangun Nusantara University in the academic year of 2014/2015 for their help and support.

Hopefully, this thesis will be useful to the improvement of the English teaching and learning, and will give a positive contribution to the educational development and the readers.

Surakarta, February 2015

Iiful Rahmawati Mega

commit to user
TABLE OF CONTENT

TITLE ......................................................................................................................i
APPROVAL ...........................................................................................................ii
LEGITIMATION ...................................................................................................iii
PRONOUNCEMENT ............................................................................................iv
ABSTRACT ..........................................................................................................v
MOTTO ..............................................................................................................vi
DEDICATION .......................................................................................................vii
ACKNOWLEDGMENT .......................................................................................viii
TABLE OF CONTENT ...................................................................................... ix
LIST OF TABLE ....................................................................................................xi
LIST OF FIGURE ................................................................................................xii
LIST OF APPENDICES ......................................................................................xiii
CHAPTER I: INTRODUCTION
A. Background of the Research .......................................................... 1
B. Problems Identification .................................................................. 7
C. Problem Limitation .......................................................................... 8
D. Problem Statement ............................................................................ 8
E. Objectives of the Research ............................................................. 9
F. Significance of the Research .............................................................. 10
CHAPTER II: REVIEW OF RELATED LITERATURE
A. Review on Grammar Mastery .......................................................... 12
   1. The Definitions of Grammar .................................................... 12
   2. Grammar in Language Teaching ........................................... 13
   3. Activities in Teaching Grammar .......................................... 15
   4. Difficulties in Teaching Grammar ........................................ 17
   5. Grammar Mastery ................................................................. 18
B. Review on Think-Talk-Write ......................................................... 21
   1. The Definitions of Think-Talk-Write .................................. 21
   2. The Procedures of Think-Talk-Write ................................... 23
   3. The Strengths and Weaknesses of TTW ......................... 26
C. Review on Lecturing Method ........................................... 29
   1. The Definitions of Lecturing Method .......................... 29
   2. The Procedures of Lecturing Method ......................... 31
   3. The Strengths and Weaknesses of Lecturing Method ... 33
   4. Teaching Grammar using TTW and Lecturing Method 36
D. Review on Self-Confidence ........................................... 37
   1. The Definitions of Self-Confidence ............................ 37
   2. The Concepts of Self-Confidence ............................... 38
   3. The Importance of Self-Confidence ............................ 40
   4. The Strategies for Increasing Self-Confidence .......... 43
E. Review of Related Study ............................................. 45
F. Rationale ................................................................. 56
G. Hypotheses ............................................................... 59

CHAPTER III: RESEARCH METHOD
A. Place of the Research ................................................. 61
B. Time of the Research ................................................. 61
C. Research Method ....................................................... 62
D. Population, Sample, and Sampling ............................... 64
E. Technique of Collecting Data .................................... 68
F. Data Analysis ........................................................... 73
G. Statistical Hypotheses ................................................. 76

CHAPTER IV: THE RESULT OF THE RESEARCH
A. The Implementation of the Research ............................ 79
B. Data Description ......................................................... 82
C. Pre-Requisite Testing ................................................. 91
D. Hypothesis Testing ..................................................... 95
E. Discussion of Data Analysis ...................................... 100

CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION
A. Conclusion ............................................................... 112
B. Implication and Suggestion ....................................... 113

BIBLIOGRAPHY ............................................................. 121
APPENDICES ................................................................. 126
LIST OF TABLE

Table 2.1 The Differences of Teaching Grammar Procedures between Using Think-Talk-Write and Lecturing Method ........ 36
Table 3.1 Time Schedule for the Research ........................................ 61
Table 3.2 Factorial Design 2x2 .......................................................... 63
Table 3.3 Summary of Population Normality Test ............................. 67
Table 3.4 Summary of Population Variance Homogeneity Test .......... 67
Table 3.5 Summary of Balance Test .................................................. 68
Table 3.6 The Score of Self-Confidence Questionnaire ...................... 69
Table 4.1 Summary of the Implementation of the Research ............... 79
Table 4.2 Frequency Distribution of Data A1 .................................... 83
Table 4.3 Frequency Distribution of Data A2 .................................... 84
Table 4.4 Frequency Distribution of Data B1 .................................... 85
Table 4.5 Frequency Distribution of Data B2 .................................... 86
Table 4.6 Frequency Distribution of Data A1B1 .................................. 87
Table 4.7 Frequency Distribution of Data A2B1 .................................. 88
Table 4.8 Frequency Distribution of Data A1B2 .................................. 89
Table 4.9 Frequency Distribution of Data A2B2 .................................. 90
Table 4.10 The Result of Normality Test .......................................... 91
Table 4.11 The Result of Homogeneity Test ...................................... 95
Table 4.12 Summary of Multifactor Analysis of Variance .................. 96
Table 4.13 Summary of Mean Score of Categories ............................ 96
Table 4.14 Summary of Tukey Test .................................................. 98
LIST OF FIGURE

Figure 4.1 Histogram and Polygon of Data $A_1$ ........................................83
Figure 4.2 Histogram and Polygon of Data $A_2$ ........................................84
Figure 4.3 Histogram and Polygon of Data $B_1$ ........................................85
Figure 4.4 Histogram and Polygon of Data $B_2$ ........................................86
Figure 4.5 Histogram and Polygon of Data $A_1B_1$ ..................................87
Figure 4.6 Histogram and Polygon of Data $A_2B_1$ ..................................88
Figure 4.7 Histogram and Polygon of Data $A_1B_2$ ..................................89
Figure 4.8 Histogram and Polygon of Data $A_2B_2$ ..................................90
**LIST OF APPENDICES**

Appendix 1 Syllabus ................................................................. 126  
Appendix 2 Lesson Plan of Experimental Class .......................... 130  
Appendix 3 Lesson Plan of Control Class ................................. 153  
Appendix 4 The Blueprint of Grammar (Tryout) ......................... 171  
Appendix 5 The Instrument of Grammar (Tryout) ....................... 172  
Appendix 6 The Blueprint of Questionnaire (Tryout) .................. 181  
Appendix 7 The Instrument of Questionnaire (Tryout) ............... 182  
Appendix 8 Validity Test of Grammar .................................... 187  
Appendix 9 Reliability Test of Grammar .................................. 191  
Appendix 10 Validity Test of Questionnaire ............................. 195  
Appendix 11 Reliability Test of Questionnaire ......................... 199  
Appendix 12 The Blueprint of Grammar (After Tryout) ............... 200  
Appendix 13 The Instrument of Grammar (After Tryout) .......... 201  
Appendix 14 The Blueprint of Questionnaire (After Tryout) ...... 209  
Appendix 15 The Instrument of Questionnaire (After Tryout) .... 210  
Appendix 16 T-Test for Homogeneous Class .......................... 213  
Appendix 17 Score of Post-Test ............................................... 218  
Appendix 18 Data Description .................................................. 219  
Appendix 19 Normality Test ..................................................... 227  
Appendix 20 Homogeneity Test ............................................... 236  
Appendix 21 Annova-Tukey Test ............................................. 237  
Appendix 22 Student’s Worksheet ............................................ 240  
Appendix 23 Student’s Questionnaire ..................................... 241  
Appendix 24 Photograph ......................................................... 244  
Appendix 25 t-table ................................................................. 245  
Appendix 26 F-table ............................................................... 246  
Appendix 27 Chi-square Table ................................................. 247  
Appendix 28 Liliefors and ZitTable ......................................... 248  
Appendix 29 Tukey Table ......................................................... 249  
Appendix 30 Letters of Permission ......................................... 251  

xiii