

CHAPTER 1

INTRODUCTION

This chapter presents background of the research, formulation of research problem, purpose of the research, significance of the research, research hypothesis, scope and limitation of the research, and definition of key terms.

A. Background of the Research

English is one of a number of foreign languages that have been use for some time and taught in Indonesia until nowadays. It is widely acknowledged that English is important for Indonesia and the most frequently cited reason is because English is a global or international language. For this reason, the Indonesian government decided that English should be taught in schools as the first foreign language. Most languages are either spoken and written, so it is also necessary to learn writing. According to Graham et al., (2016:1) writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Improving students' writing skills can help them succeed inside and outside the classroom.

Writing is one of complex skills in English learning context.. Writing as one of the four skills of listening, speaking, reading, and writing has always been part of the syllabus in English teaching. It means that writing is part of English teaching and is important in English teaching and learning. According to Hastini et al., (2014:2) writing involves several language components of spelling, grammar, vocabulary, and punctuation. Klimova (2017:9) states that in writing skill, students must master vocabulary and know how to use grammar in making texts or sentences is an important skill because it will be applied in various aspects of life. In writing, students are expected to be able to express their ideas in written form. There are many ways to express writing and one of them is through text.

Teachers from across all subject areas should focus on developing writing skills as well as knowledge and understanding of subject content. To

successfully develop this skill, students must have frequent opportunities to write in different contexts and for a variety of purposes. Learning and teaching should focus on the writing process and offer students an opportunity to reflect their progress in the key skills so they are aware of what they need to do to improve.

All teachers must have high expectations, but appropriate, of the students' ability to improve their writing skills. In reality, many students have difficulty writing sentences and exploring them into paragraphs. The first difficulty is there is no interest in writing, students have difficulty finding ideas in written form and are often unable to write a few sentences. Another problem was the lack of appropriate media, the lack of grammar and vocabulary. Teachers sometimes still use old teaching techniques to motivate students to learn English, because this problem is that some students get bored with the way their teachers teach them. As a result, it will affect the learning performance of students especially in English.

The learning model is as a way to improve the learning process for fun and active. It aims to help teachers to teach so that students can more easily memorize and understand English writing. According to Harmer (2007:108) teachers are facilitators whose character source and personality become important points in class. Teachers must know how to manage students and control a boisterous class is one of the teacher's basic skills in teaching. Therefore, teachers should improve their writing skills. The proper selection of methods in writing teaching can help students not only in shaping his or her ideas to be good at writing but also in improving their interactions in the learning process.

There are many kinds of text that can be used to help students develop their writing such as narrative, descriptive, explanation, recount, exposition and argumentation. They are very useful for teachers to achieve the instructional purposes of the teaching learning process and can also be attractive to students. One of the texts taught for eighth grade students of junior high school is narrative text. Narrative is a text that tells a story and, thus, entertains or

informs a reader or listener. According to Kane (2000:366), narrative is a series of meaningful events that are told in the form of words. In other words, narrative text is a written text that contains a message intended for the reader to understand the meaning of the story. Thus, the narrative text is an appropriate lesson for students to accomplish writing because it is telling about an interesting story that can make students enjoy in writing.

A good narrative text can be produced if students are able to present the content in detail. To produce a good text also has to be supported by sufficient vocabulary and put in the correct sentence according to the rules of grammar. Students must also be able to properly organize content by paying attention to proper use of punctuation. Therefore, interesting practice of teaching learning is necessary. It can be created if teachers use the correct media, methods, techniques or strategies in teaching narrative writing. In addition to creating an interesting learning environment, using a particular strategy in writing teaching can help students generate and organize ideas in a paragraph.

To improve students' writing skills, proper strategies or techniques are needed to resolve their problems. So it's mean that teaching writing the teachers must use a unique and interesting method. Because the methods that could interest students in attending the lesson with pleasure, comfort, and students could easily understand the material. In teaching writing, the teachers have a wide range of strategies. Furthermore, teachers should know which strategies are appropriate for students. One of the strategies suitable for teaching writing narrative text is Think-Talk-Write (TTW) strategy. According to Huinker and Laughlin (1996) in Zulkarnaini (2011:148) basically this learning is built through the process of thinking, speaking and writing.

Think Talk Write (TTW) learning strategy can develop problem-solving skills. This learning strategy can help students build their knowledge. There are several activities that students do in Think-Talk-Write (TTW) strategy. First, "think" this activity begins with the process of reading a text related to the material. Next, students make notes about what they have read

from the text. The notes will be read, explained, and discussed in the group. We can mention this step as students “talk” activity. After finishing discussing in their own groups, students will reveal the results of their discussions in the form of written text. Students create the text in writing individually. We can mention this step as students “writing” activity, writing is the last activity in Think-Talk-Write (TTW) strategy. Additionally, this strategy can also help the students interact with their friends. In the other hand, students can share their ideas and discuss their problem in a group and produce a piece of a narrative text.

The Think-Talk-Write(TTW) strategy is also hoped to help students more easily understand the material being taught. Once they understand the material they have, they can readily apply the idea in written form. In addition, the researcher wants to know the students' ability to write and introduce Think-Talk-Write (TTW) as a strategy for writing learning. The research of the Think-Talk-Write (TTW) strategy has been done by some researchers before. Hikmawati (IAIN Salatiga, 2017) conducted a research entitled “The Implementation of Think-Talk-Write (TTW) Strategy to Improve The Students’ Writing Skills in Descriptive Text (A Classroom Action Research for the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2017/2018)”. In Hikmawati's research indicates that the Think-Talk-Write (TTW) strategy is an appropriate strategy to help students practice and improve student writing skills in descriptive text.

Another research was also conducted by Meistika (University of Semarang, 2018) with the title “The effectiveness of TTW (Think-Talk-Write) Strategy in Teaching to Write Announcement Text (An Experimental Research of Year Ten Students of SMAN 1 Tegal in the Academic Year of 2018/2019)”. In Meistika's research, indicates that there is a significant difference in scores in writing announcement texts between students who are taught and those who are not taught using the Think-Talk-Write strategy. So, it can be proven that the Think-Talk-write Strategy is effective in learning to write announcement text. Meanwhile, Hasanah (IAIN Palopo, 2019) conducted a study entitled

“Using Think-Talk-Write (TTW) to Improve the Students’ Writing Skill in Descriptive Text At the Eleventh Grade of SMA Negeri 4 Palopo”. In Hasanah's research there is a significant difference between students' ability to write descriptive texts taught using Think-Talk-Write (TTW) and those taught without Think-Talk-Write (TTW). It means that Think-Talk-Write (TTW) strategy is effective for teaching writing.

According the previous studies above it has similarities and differences. The similarities, it has same strategy for teaching writing that is using Think-Talk-Write (TTW) strategy and using writing test for the instrument. As the difference between the previous study and this present study that the first previous study was used classroom action research, the second and the third previous study was used quasi-experimental research design with two group pretest post-test. Therefore, the present researcher wanted to conduct a study use pre-experimental research design with one group pre-test post-test. The three previous research are conducted in senior high school, meanwhile this research was conducted in junior high school. The types of texts used in the two previous studies are descriptive text and announcement text, meanwhile in this present study was used narrative text. The reason why researchers choose narrative text is because there is no research that applies Think-Talk-Write (TW) in the narrative text genre.

Based on the previous research above, the researcher was inspired to conduct a research entitled "**The Influence of Using Think-Talk-Write (TTW) Strategy on Students' Narrative Text Writing Ability of Eighth Grade at SMPN 2 Kandangan**". This research was conducted which also intended to prove whether the Think-Talk-Write (TTW) strategy is also effectively used to improve students' scores in the context of writing narrative text. In addition, the reason why the researcher chose this topic is because the researcher wanted to know how the Think-Talk-Write strategy affected students' writing skills in narrative texts and introduced Think-Talk-Write (TTW) as a writing learning strategy. In this strategy there are several steps, and it really inspires students to be active.

B. Formulation of Research Problem

Related to the background of the study above, the formulated research problem is as follows: Is there any significant influence of using *Think-Talk-Write* (TTW) strategy toward students' narrative text writing ability of eighth grade at SMPN 2 Kandangan before and after taught by using Think-Talk-Write (TTW) strategy?

C. Purpose of the Research

According to the formulation of research problem above, the purpose of the research is verify whether there is significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability of eighth grade at SMPN 2 Kandangan.

D. Significance of the Research

The researcher hopes that the result of this research gives contributions for:

1. For the students

It is hoped that this study can facilitate and motivate students to improve students' ability in writing narrative text with the Think-Talk-Write (TTW) strategy.

2. For the English teacher

By doing this research, it is as motivation to improve skills in choosing appropriate and variation learning strategy and the researcher hopes the teacher can use Think-Talk-Write (TTW) strategy as an alternative in teaching narrative text. So students will get better achievement.

3. For the researchers

By conducting this research, it is expected that researcher will gain direct experience and knowledge how to implement the teaching writing narrative text using Think-Talk-Write (TTW) strategy.

E. Research Hypothesis

The research hypotheses are formulated as follows:

1. The Null hypothesis (H_0)

There is no significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability of eighth grade at SMPN 2 Kandangan before and after taught by using Think-Talk-Write (TTW) strategy.

2. The Alternative Hypothesis (H_a)

There is significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability of eighth grade at SMPN 2 Kandangan before and after taught by using Think-Talk-Write (TTW) strategy.

F. Scope and Limitation of the Research

Based on the formulated research problem and to avoid misunderstanding what the researcher explained, the researcher limits the scope to be analyzed so that it can be more detailed and focused. This topic focused on the influence of using Think-Talk-Write (TTW) strategy on the ability to write narrative text of eighth grade at SMPN 2 Kandangan.

G. Definition of Key Terms

In this part, there are some explanations from the title mentioned in the previous items. The title is "**The Influence of Using Think-Talk-Write (TTW) Strategy on Students' Narrative Text Writing Ability of Eighth Grade at SMPN 2 Kandangan**". The definitions of key terms are as follows:

- **Influence**

The effect of Think-Talk-Write (TTW) strategy on the students' narrative text writing ability which is indicated by the significant value a smaller than or equal to 0.05 from the result of Paired Sample T-test.

- **Think-Talk-Write strategy**

Think-Talk-Write strategy is a learning strategy to facilitate the teaching and learning process. Think Talk Write learning model is built through thinking, speaking and writing. This flow of strategy begins with students' involvement in thinking or communicating with themselves after the reading process, next talking and sharing ideas with his or her friend then writing the results of the discussion.

- **Writing a narrative text**

Writing a narrative text is the ability to compose a fairytale paragraph whose events are arranged chronologically according to the order of time to form a story line and then scored from the content, organization, vocabulary, and grammar.