

## **CHAPTER I INTRODUCTION**

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

### **A. Background**

Writing in English is notably more challenging due to the need for correct grammar. Achieving proficiency in English writing demands consistent practice to develop grammatical accuracy and effective organization. As Oshima & Hogue (1991, p.1) argue, proficient English writing hinges on maintaining proper grammar and logical structure. This underscores the importance of students cultivating both grammatical competence and organizational prowess in their writing.

Furthermore, it is crucial to recognize that writing is a process, not just a final product (Oshima and Hogue 1991, p. 3). In other words, proficiency in writing necessitates continuous practice to enhance these skills. Through regular writing exercises, individuals can bolster their confidence and further refine their writing abilities. Moreover, writing serves as a conduit for individuals to express their thoughts, emotions, and opinions, allowing them to share their perspectives with others. In English, various genres exist, including narrative, descriptive, and exposition, as noted by Biber (1988, cited in Hyland, 2004). Notably, in narrative writing, students must focus on understanding how people respond to events or experiences, delving into social and cultural contexts, entertaining their audience, and enriching their knowledge. According to Joyce &

Feez (2000:24), narratives are stories featuring numerous characters facing challenges and seeking solutions. These characters demonstrate how they tackle problems, explore cultural and social elements, and captivate and engage readers or audiences. The goal is to keep the audience engrossed and engender the reader's or listener's curiosity (Derewianka, 1990, Joyce & Feez, 2000, Anderson & Anderson, 2003).

Creating an exceptional narrative text entails presenting the content with intricate detail, an extensive vocabulary, and adherence to grammatical rules. Proper organization, including punctuation, is also imperative. Therefore, effective teaching and learning practices play a pivotal role. These practices can be cultivated by utilizing appropriate instructional media, methodologies, techniques, and strategies when teaching narrative writing. Such approaches not only foster an engaging learning environment but also aid students in generating and structuring ideas within paragraphs.

To enhance students' writing capabilities, it is essential to employ suitable strategies and techniques to address their challenges. This means that teachers should employ distinctive and captivating methods that foster student interest, comfort, and comprehension. Within the realm of writing instruction, educators have an array of strategies at their disposal. Specifically, for teaching narrative text writing, the Think-Talk-Write (TTW) strategy emerges as an effective choice. According to Huinker and Laughlin (1996), as cited in Zulkarnaini (2011:148), this learning approach is founded on the interplay of thinking, speaking, and writing. Think-Talk-Write (TTW) is geared towards developing problem-solving skills and facilitating knowledge acquisition.

Think-Talk-Write (TTW) incorporates several activities to facilitate learning. It commences with students "thinking" by

reading texts relevant to the subject matter, followed by making notes on their reading. Subsequently, students engage in group discussions, a "talk" activity, where they share, explain, and deliberate on their notes. Finally, students transcribe their discussions into written text individually, representing the "writing" phase, the concluding step in the Think-Talk-Write (TTW) strategy. This approach encourages interaction among students, enabling them to exchange ideas and collectively craft narrative texts.

The Think-Talk-Write (TTW) strategy is anticipated to enhance students' comprehension of the material, making it easier for them to apply their ideas in written form. Additionally, researchers aim to assess students' writing proficiency and introduce Think-Talk-Write (TTW) as an effective teaching strategy. Previous research, such as Hikmawati's (IAIN Salatiga, 2017), demonstrates that the Think-Talk-Write (TTW) strategy effectively improves students' writing skills in descriptive texts.

Another research was 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.

From the previous studies above, it can be seen that all of the studies used Think-Talk-Write as their strategy in teaching writing in classroom. 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. However, it can be concluded that the objective of this study is similar to those previous studies that is to obtain the empirical evidences of using a strategy on students' writing ability while this study is focusing on the use of Think-Talk-Write strategy.

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 1 Srengat". 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. Identification Problem**

Related to the background of the study above, the formulated research problem is as follows :

“Is there a significant effect of using Think-Talk-Write (TTW) Strategy on the eighth student’s ability to write narrative text at SMPN 1 Srengat before and after being taught using Think-Talk-Write (TTW) method?”

### **C. Purpose of the Research**

Based on the research problem outlined above, the aim of this study is to examine whether the implementation of the Think-Talk-Write (TTW) strategy has a noteworthy impact on the narrative text writing skills of eighth-grade students at SMPN 1 Srengat.

### **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.

4. 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 Hypotheses**

The research hypotheses are structured as follows:

### 1. Null Hypothesis (Ho)

There is no statistically significant impact when employing the Think-Talk-Write (TTW) strategy on the narrative text writing skills of eighth-grade students at SMPN 1 Srengat both before and after the implementation of the Think-Talk-Write (TTW) strategy.

### 2. Alternative Hypothesis (Ha)

There is a statistically significant influence when using the Think-Talk-Write (TTW) strategy on the narrative text writing abilities of eighth-grade students at SMPN 1 Srengat, both before and after the application of the Think-Talk-Write (TTW) strategy.

## **F. Scope and Limitation of the Study**

This study is under applied language teaching discipline. It was focused on narrative text and the writer assessed the students' writing by using writing rubric of score. To make the study deeper, the problem which is going to be discussed is limited. This study only emphasized to know how is TTW strategy implemented and how effective this strategy is in teaching to write narrative text for eighth grade students of SMPN 1 Srengat Blitar.

## **G. Explanation of Key Terms**

In this section, the definitions of terms mentioned in the research title, "The Influence of Using Think-Talk-Write (TTW) Strategy on the Ability to Write Narrative Text of the Eighth Grade Students at SMPN 1 Srengat" are provided as follows:

- Think-Talk-Write Strategy

The Think-Talk-Write strategy is a pedagogical approach that facilitates the teaching and learning process. It involves a sequence of activities, starting with students engaging in reflective thinking or internal dialogue after reading, followed by discussing and sharing ideas with peers, and concluding with the composition of written content based on the discussion.

- Writing a Narrative Text

Writing a narrative text involves the ability to compose a coherent narrative paragraph where events are organized chronologically, following a temporal order to construct a storyline. Evaluation of the narrative text includes assessing content, organization, vocabulary, and grammar.