THE IMPLEMENTATION OF THINK- TALK- WRITE IN TEACHING

WRITING AT SMAN 7 KOTA KEDIRI

SKRIPSI

Presented as a Requirement for Conducting Skripsi of English Department Faculty
of Teacher Training and Education University of Nusantara PGRI Kediri

By:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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ENTITLED:

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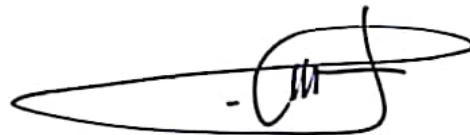Nusantara PGRI Kediri

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· Approved and Accepted by all its qualification
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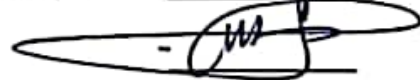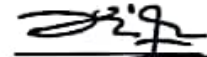University of Nusantara PGRI Kediri

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THE STATEMENT OF WRITING ORIGINALITY

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I declare truthfully, that in this skripsi there is no work that has ever been submitted for a bachelor's degree at a university, and to the best of my knowledge, there is no paper or opinion that has ever been published by another person. Unless intentionally written, it is referred to in this manuscript and is mentioned in the bibliography.

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CHAPTER 1

INTRODUCTION

This chapter presents: a) Background of the problems, b) Scope of the research, c) Formulation of the problem, d) Objective of the research, e) Significance of the research.

A. Background of the problem

One of important aspect for students and the basis for students to be able to develop in the learning process is the ability to write. This writing activity is not an activity that is brought from birth but requires effort and habit. Most the students who take the formal education system will learn to write, as Weigle (2002: 5) it can be seen clearly that in addition to being used as a standard communication system, writing can also be used as a very important tool in learning tools. Therefore writing is an important skill to learn, especially in learning English. In fact, based on its understanding of writing, according to Hyland (2003:9), it is said, "Writing is not the same as sharing personal meaning and writing courses emphasize the ability of individuals to construct their own point of view on a topic." That is, writing is a tool or media that can be developed or innovated by a teacher for everything that is in his/her mind on.

The definition of writing is also stated by Yarmi Gusti (2014). He states that writing also involves a person's mentality, not just motoric activity. One of the communication activities is writing, so through writing one can convey meaning, ideas, thoughts and feelings through a series of written words. Indeed, writing is an

activity to express the ideas, thoughts, or even experiences in the form of paragraph Nasution (2009: 1). Based on the statement above, it is clear that writing is one of several ways to express one's ideas, by writing down the ideas in sentences or in text form. Besides that, to get a better result, before we write ideas into text form, we need several steps in the process of writing.

Writing has a broad meaning because it is different from just putting words on paper and has three steps namely: think about it, do it and do it again, (and again and again, as often as possible and have the patience to maintain). The first step, "thinking," involves selecting a subject, navigating how to develop it, and planning organizational strategy and style. The second step is "doing", and is usually referred to as "drafting", and the last or third step is, "re-doing," or is called revising. That means there are three steps in writing, namely: exploring ideas, making an outline, and revising. Then, some of the writing steps above can really help students before they get good writing results. To support the above statement, Harmer (2004: 4-5) states that: The writing process is a writing stage to produce a product in written form. This step can of course be controlled by the context (subject) of the writing, the type of writing (shopping cart, letter, essay, report, or novel). But in all cases it is recommended that the process has four main elements namely; Planning, designing, editing and final draft. In addition, before starting to write, students must also follow several steps to obtain the expected results. There are several aspects that must be implemented in writing skills.

Peat (2002: 8-9) stated that: The three basic aspects of effective scientific writing are thought, structure, and style. Thoughts are a matter of having some valuable results and ideas to publish. You need some new results to publish and you need to be able to interpret them correctly, structure is just a matter of getting the right things in the right places, style is a matter of choosing fewest or the simplest and most appropriate words and using good grammar rules. This means that in writing there are 3 basic underlying perspectives, namely: thinking, structure, and style. Before students can create and realize good writing, before doing writing students must pay attention to the three aspects above. To support the statements of Peat, Rogers (2005: 4) in his review of writing states there are four important aspect of writing such as: 1) the creation and history of writing, 2) the relationship of writing and language, 3) the internal structure of writing system, and 4) the sociolingustics of writing. It means that there are four aspects to develop in order to get a good result of writing.

The problems in writing are spelling , poor punctuation, repetition of lexical and structural items, mother tongue interference, lack of stylistic features, lack of knowledge of the topic, unimaginative content, poor paragraph organization, incoherence, lack of cohesiveness, unconsciousness of rhetorical categories basic, difficulty in separating fact from opinion, difficulty in expressing meaning. Beside that, Taylor (2009:114) states that: "Sometimes writing comes to a halt because one cannot find the right word to use". And with another intention, for students to write is a difficult thing, because they cannot choose the right words in writing. From all the statements above, difficulties in writing include; the influence of the mother tongue, the use of words, is not appropriate, and is not grammatical. Finally, the teacher must find the right teaching model for students to be able to improve the

ability to write sentences correctly. Therefore, teachers prefer to apply teaching and learning models with a communicative approach, one of the communicative approaches used by teachers in learning to write is Think- Talk- Write. The strategy was first introduced by Huinker & Laughlin.

According to Maulidah et al (2013: 5) in their research result say that: This strategy can improve students' writing. In this case, students play a role in thinking or dialogue after the reading process, then talk by sharing ideas with other students before writing. To make this strategy more effective, first, students are divided into groups of 4-6 students for each group. This means that this strategy can help students to be more effective in learning activities in class to improve their writing skills. In addition, Muhammad Ali Subkhan wrote in his research entitled "The Implementation of Think- Talk- Write (TTW) inTeaching Writing to Xth Grade Students at SMAN 1 Ngawen Blora 2015/2016". By using ThinkTalk-Write (TTW) in teaching writing, in writing sentences students can easily do it. By using the Think-Talk Write steps. In "thinking" students review material and make notes. Then in "talk", the teacher explains to students that they have to share their ideas before they write. And the last is "writing" where students continue and write the results of the discussion on the whiteboard.

From the statement above, TTW is the easiest and simplest strategy and can provide opportunities for students to develop their own ideas and other students (think), work together to solve problems by discussing orally (talk), after which students communicate from the knowledge they have acquired obtained orally and in writing (writing) in groups consisting of 4-6 students. According to Lutfiyah, 2011: 40) stated that in TTW, there are four advantages, a) Students can actively

participate in exploring problem, b) In this strategy develops thinking, talking, and writing process which allow stimulus for students to study hard and find information from various sources, c) The heterogeneous group increase the student's social relationship, d) The students can construct their own knowedge form the result of discussion. However, when the researcher made observations, the researcher got some results from the English teacher. The result is about problems in teaching English especially in teaching writing. The writing ability of the second grade students of SMAN 7 Kediri is classified as less effective. They have difficulty in writing, among others; influence of mother tongue, use of inappropriate words, and poor grammar.

In addition, when the teacher gives the material, most students are not really interested in the strategy applied in class. In delivering the material, a more interesting strategy is needed. For teachers as facilitators to guide students, they will have difficulty in teaching learning objectives without using effective and appropriate strategy. Therefore, to overcome the problem of difficulties in teaching English (writing), the teacher chooses the Think- Talk- Write (TTW) strategy to teach writing to class XI SMAN 7 Kediri students because this strategy can minimize students' difficulties in learning English, especially writing. TTW can make students motivated to think, participate in the learning process, clear communication, and help students to write the results of discussions in written form systematically. Based on the statement above, the researcher is interested in investigating its application, its effect on student responses, and the problems when it is applied to teaching writing.

B. **Scope of the Research**

Based on the background of the research above, the researchers focused on the application of Think- Talk- Write in learning to write for students at SMAN 7 Kediri, especially for grade XI Science 3 students. The researcher's attention is how to respond and what are the students' problems in learning. Researchers want to describe the process of implementing this learning strategy to write in the second grade of SMAN 7 Kediri to students. In this process the teacher uses the Think-Talk- Write strategy based on lesson plans, and writing assessments can be taken from various assignments, tests, or student portfolio sheets.

C. **Formulation of the Problem**

From the background above, this research tries to answer the following problems:

A. How does the teacher implement Think-Talk-Write in teaching writing in SMAN 7 Kediri?

B. What are the teacher's problems in implementing Think-Talk-Write in teaching writing?

C. What are the teacher's solutions towards the problems in teaching writing Think- Talk- Write?

D. **Objective of the Research**

This research has goals based on the statement of the problem that must be solved. They are as follows:

A. To describe the implementation of Think- Talk-Write in teaching writing to the second grade students of SMAN 7 Kediri.

B. To describe the teacher's problems in teaching writing using Think-Talk-Write.

C. To describe the teacher's solutions in teaching writing using Think-Talk-Write.

E. Significance of the Research

In choosing the research itself, also for taking of society needs, this study is necessary to carry out because the importance of the research are for.

1. Theoritical significance

The result of the research can be used as input in English teaching learning process especially in implementation Think- Talk- Write in teaching writing.

2. Practical significance

a. For Researcher

This study gives the researcher get a lot of knowledge in teaching writing using TTW as the report of research and useful information from the exact situation and field directly, Therefore, the researcher can make it as foundation in the future to be a good english teacher, who is able to apply teaching learning process well and to supporting effective strategy to help the students reaching the aims of study.

b. For Teacher

Hopefully, this study can lead the English teacher to comprehend the technique in teaching writing well.It is expected that the result of this research can enrich the knowledge about the implementation of teaching writing using tw to teaching conditional sentence. Beside that, the teacher is able to find new models of text so it can't make the students bored in the classroom.

c. For Readers

This research hopefully can be used as input and referent in conducting another study and to motivate the reader to do the research more details especially in the implementation of teaching writing using TTW at second grade students of senior high school.

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