

**THE USE OF THINK TALK WRITE STRATEGY IN TEACHING
WRITING AT THE ELEVENTH GRADE STUDENTS OF SMAN 7
KEDIRI IN ACADEMIC YEAR 2019/2020**

SKRIPSI

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ABSTRACT

VIRA DITA UTARI: The Use of Think Talk Write Strategy in Teaching Writing at The Eleventh Grade Students of SMAN 7 Kediri in Academic Year 2019/2020, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2020.

Keywords: Teaching Writing, Think Talk Write Strategy, Writing Ability

This research to motivate the students' writing ability of XI MIPA 2 at SMAN 7 Kediri who got difficulties in delivering their ideas, making sentences that are not structured and ungrammatical in written language. This was evident from the low students' writing ability, consequently, the activeness and students learning outcomes also become low.

Teaching was an activity that helps the students to make them more understand exactly in writing. To build the teaching-learning process effectively, the teacher should find a suitable teaching strategy. There were many strategies to solve those problems, one of them was cooperative learning. Think Talk Write strategy was a kind of cooperative learning approach that was used to help the students organized their ideas before they were expected to write.

The research used experimental research and quantitative approach. The subject of this research was the eleventh-grade students of XI MIPA 2 at SMAN 7 Kediri. This class consists of 36 students. The students were given pre-test, treatment, and post-test. The treatment was done in two weeks, using the test as the instrument. The kind of test was writing test. The data result was gotten from students' scores of pre-test and post-test that were analyzed using the t-test formula.

The conclusions were (1) the students' writing ability was improved after the researcher applied the treatment. It was proven from the score of the t-test (12,39) was higher than the score of t-table (2,030) at a significant level of 5%. (2) Through the use of Think Talk Write strategy, a significant effect on students' writing ability can be found. It can be seen from the improvement of the students' writing ability in expressing their idea, students' activeness, and the progression of students' writing ability in arranging a text in a structured way. Based on the conclusion, it was shown that the main purpose of using the Think Talk Write strategy is to develop the students' writing ability. Therefore, the teacher as the learning implementer should choose the right strategy to be applied to improve students' writing ability.

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss a) background of the research, b) identification of the problem, c) limitation of the problem, d) research problem, e) purpose of the research, f) significance of the research, and g) definition of key terms.

A. Background of The Research

Writing is one of the skills in language learning. It is as a media of communication that aims to express an idea or thought in written language. Several experts have opinions about it. One of them is explained by Kane (1988:19) who state that sometimes we write to express something about our feeling and we have experienced about ourselves. Inline Nunan (2003: 88) also said that writing is a process from finding idea until writing them to be a good paragraph. It means that writing is a process of communication about ideas and feelings in the form of a text.

Based on the reason above, writing to be an important skill in English language learning. In the learning process, students must be competent in expressing idea in the form of a text. It is written clearly in the standard content of Permendikbud 2016 Number 21 that students of Senior High School should competent in arranging a spoken and written text rather long by using text structure and language features accurately and acceptable.

Conversely, most of the students feel that learning writing is difficult. Based on the researcher's experience during observing the process of teaching and learning English in Senior High School in SMAN 7 Kediri, the researcher found the students still have some problems especially from eleventh-grade students in learning writing. It's such as students difficult to express their idea. They were still confused about what they will write, so they feel it was very difficult for them. Then, the students create a text ungrammatically. The students only translate the language from their first language into English by word-for-word. Moreover, students lack a social life with their friends. They are more likely to be individuals in the class.

According to the available fact, the teacher should find a kind of teaching strategy effectively. There are several strategies to solve those problems mentioned above, one of them is the Think Talk Write strategy. Think Talk Write strategy is one of the cooperative learning strategies that can facilitate the students in the process of writing. Huinker and Laughlin (in Setiawan et al.: 2018) were introduce this strategy, which was built through thinking, speaking, and writing. It was strengthened by Belangi (2019) who said that this strategy can active and effective learning before the students write a product.

It is also supported by some previous researches that the Think Talk Write strategy is appropriate in teaching writing. First, the research from Belangi (2019) entitled "The Effect of Think-Talk-Write (T-T-W) Strategy on Students' Writing Descriptive Text Ability (A Quasi-experimental Study at

the Seventh Grade of SMPN 87 in Academic Year 2018/2019)” stated that an effect is found on the use of Think Talk Write strategy on students’ writing ability of descriptive text. This was evidenced by the result of p-value or sig (2-tailed)= 0.003 which is lower than the significance level sig α = 0.05. The statistical result indicated that the null hypothesis is rejected and the alternative hypothesis is accepted.

Suminar & Putri (2015) wrote in their research entitled “The Effectiveness of TTW (ThinkTalk-Write) Strategy in Teaching Writing Descriptive Text”, the implementation of the Think Talk Write strategy had a positive impact. It can be seen from the result score of the pre-test, the score of post-test control, and experimental class was different. The score of the pre-test, post-test in experimental class was higher than the score of pre-test, post-test in control class, so the result showed that this strategy has a positive effect. Therefore, the hypothesis alternative (H_a) in this research was accepted.

The last is research from Indahyanti (2017) by the title "Think Talk Write Strategy toward Students' Writing Ability" also showed that students' writing ability was increased by using Think Talk Write strategy in the process of writing. It showed that the null hypothesis (H_1) was accepted and, of course, the alternative hypothesis (H_0) was rejected.

From several previous kinds of research mentioned above, it can be concluded that the Think Talk Write strategy is appropriate in the teaching-learning process. It has a significant impact on each learning. Those previous researches are related to this research but as far as the researcher's observation

the thing that distinguishes previous researches with this research lies in the kind of text, populations, and the purpose to increase students' writing ability in developing an idea.

Based on the background of the research, the researcher wants to do experimental research entitled **“The Use of Think Talk Write Strategy in Teaching Writing at The Eleventh Grade Students of SMAN 7 Kediri in Academic Year 2019/2020”**.

B. Identification of The Problem

Senior High School students are expected to be able to arrange a spoken and written text rather long by using text structure and language features accurately and acceptable. However, the facts that exist in the true condition there were still many students who have difficulty in creating a text. Most of them have difficulty in expressing ideas as the material to be developed into their writing product. Therefore, it will affect the process of arranging their writing. They will have difficulty in creating text grammatically.

Besides those problems, most Senior High School students in this era are more likely to be individuals. They know their classmates only by their names, they don't know the character of each friend.

In this case, the teacher should choose the teaching strategy effectively. There are many strategies in the teaching-learning process, exactly in teaching writing, one of them is the Think Talk Write strategy. Think Talk Write strategy is expected to solve those problems that have been mentioned. Think

activity, students are expected to be able to express their ideas easily. Likewise, with the existence of Talk, which can be done by having a discussion, it is expected that students will get to know each other. And the last is the Write activity, this activity students are expected to be able to write their idea in the form of a text grammatically.

C. Limitation of The Problem

The researcher should limit the problems into a specific one. The problem-focused on improving students' writing ability in creating procedure text about food and drink. A hard ability in expressing an idea in the written form exactly at eleventh-grade students of SMAN 7 Kediri is the main problem in this research. Teachers as the education implementer should select the right strategy in teaching writing to increase students' writing ability. The use of the Think Talk Writes strategy in teaching writing is a way to solve the problem. After applying this strategy, students are expected to be able to create a text by using text structure and language features accurately and acceptable.

D. Research Question

Knowing the problems that have clarified above, the researcher sets a research question, they are:

1. How are the students writing ability before and after being taught using the Think Talk Write strategy at the eleventh-grade student of SMAN 7 Kediri?
2. How are the effects of using the Think Talk Write strategy in teaching writing at the eleventh-grade students of SMAN 7 Kediri?

E. The Objective of The Research

According to the research question above, it can be formulated the main purposes of this research are:

1. To know the students writing ability before and after being taught using the Think Talk Write strategy at the eleventh-grade student of SMAN 7 Kediri.
2. To describe the effects of using the Think Talk Write strategy in teaching writing at the eleventh-grade student of SMAN 7 Kediri.

F. Significance of The Research

Considering the purpose of the research, this research is supposed to provide significance such as:

1. Theoretical significance

The researcher hopes that the Think Talk Write strategy can be a reference to formulate the learning outcomes, choose suitable material in teaching writing, and provide experience about teaching writing an interesting way.

2. Practical significance

In practical significance, the researcher expects that this research can be useful for teachers, the students, and also other researchers.

a. For the teachers

The researcher hopes this research can be a reference for the teacher to improve and innovate their teaching strategy, exactly in teaching writing to create the teaching-learning process more interesting.

b. For the students

The researcher wishes this research can make students can write a text systematically and they will be more motivated in learning writing, so they can improve their writing ability easily.

c. For the other researcher

The researcher does hope the result of this research can be a reference if they want to do the same research about teaching writing using Think-Talk-Write strategy.

G. Definition of Key Term

There are some terms used in this research. Some definitions of terms are clarified as follow:

1. Writing

Writing is a form of communication in written language. It enables people to express their ideas and feelings beyond direct moments in distant

places and times. Sometimes people still get difficulty expressing their idea. They are getting stuck in the middle of the writing process. So they will confuse and can't make a good writing product.

2. Teaching Writing

Teaching writing is an activity to guide students to make them can arranging a written text. The role of the teacher here as a facilitator which help students in completing learning. To realize this, the teacher needs a clear strategy in the teaching process to make students more active and enjoy in learning writing. Think Talk Write strategy is one strategy that can be used in teaching writing.

3. Think-Talk-Write strategy

Think-Talk-Write is a cooperative strategy that can be facilities the students in writing which have three processes, they are thinking, talk or discussion, and write is a process making outcome of discussion in the written form.

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