

CHAPTER I

INTRODUCTION

This chapter covers the research background, problem identification, research problem, research objective, research significant, and research scope.

1.1. Research Background

English is known as one of the obligatory subjects for the students. There are four major skills that should be mastered by the students in order to be a good English learner. Writing is one of the most difficult skills to master for EFL students (Zemach and Islam,2005). It is because during the writing process, the students have to consider many other aspects such as quality of content, organization, grammar, vocabulary and also mechanic of their writing. This indicated that writing is not an easy skill to be mastered by the students. Therefore, teachers as a facilitator have to find a joyful strategy that may help the students in writing class. Reiser (2002) states that teacher can use various strategies of teaching to achieve the goal of teaching and learning and also help the students in the classroom. Choosing the appropriate strategy enables the teacher and the students reach the learning goals. Moreover, according to Astrini, Ratminingsih, & Utami (2020), the use of appropriate teaching strategy can motivate the students along the process of writing. There are many strategies that the teacher may implement in teaching writing. Think-Talk-Write (TTW) strategy is one of the teaching strategies which are appropriate in teaching writing.

Think Talk Write (TTW) is a teaching strategy that used to exercise the language before it is written (Suyatno, 2009). This strategy is starting with thinking through reading. Then, the result of reading was communicated through presentation or discussion. At the

end, the outcome of the discussion will be displayed in writing. Moreover, according to Huinker and Laughlin (1996:82), Think-Talk-Write (TTW) Strategy is a strategy that reflects and tests the organization of ideas before students are expected to write it. The implementation of TTW strategies in English learning will provide experience for the students in solving the contextual problems and to improve the students' writing skill especially in organization of the idea in English. Hasibuan et al (2018) also support the idea that Think Talk Write (TTW) teaches students how to think concepts, discuss their ideas, and share the result in writing.

Think Talk Write (TTW) strategy has three major phases. The first phase is Think. In this phase, the students will first try to understand the problem. Then, ideas of the solution will follow. Students will make a plan about what they are going to write. Then, the second phase is Talk. The students can also negotiate, discuss and revise their thought or concept with their group mates in here. Finally, the last phase is Write. In this phase, the students will write the outcome of their thought through discussions and negotiations.

Think Talk Write (TTW) strategy is a way for students to master writing by getting them to think creative, talk actively and enjoy writing their idea. This is strongly supported by Hasibuan et al (2018) who published a report called "*Improving Students' Achievement In Writing Narrative Text Through Application of Think Talk Write Strategy at AL-HUSNA boarding school*". The goal of this classroom action research was to find out the increasement of the students' achievement in writing narrative text by using Think Talk Write (TTW) strategy. The outcome of this study shows that the application of Think Talk Write (TTW) strategy has increased the writing performance of the students.

Second, at Universitas Cokroaminoto Palopo, Indahyanti (2017) released a report on the use of TTW strategy for students' writing ability. The focus of this report was to find out whether the implementation of Think Talk Write (TTW) strategy enhances the ability of the students to write. The teaching and learning writing using TTW strategy went well, and most of the students were excited during the class. In addition, the result of this report reveals that the students' writing performance has improved through TTW strategy.

Third, Wiyaka and Ansori (2013) held a study on The Effectiveness of Think-Talk-Write (TTW) Strategy in Improving The Ability of Students in Writing Descriptive Text at Man Demak. The objective of this study was to obtain empirical evidence on the use of TTW strategy in learning descriptive text writing. This result of study has established a successful implementation of TTW strategy. In other words the implementation of TTW strategy give a great significant effect for students in learning writing descriptive text.

Suminar and Giska (2015) are other researchers who have conducted research on the effectiveness of TTW (Think-Talk-Write) strategy in teaching writing. At UNSWAGATI CIREBON, they examine the influence of TTW (Think-Talk-Write) strategy in teaching descriptive text writing. Quasi experimental was used as research design. At the end, this study discovered that TTW strategy helped the students compose narrative well.

In addition, according to Lutfiyah (2011) there are two main benefits of implementing Think Talk Write (TTW) strategy. The first is Think Talk Write (TTW) strategy forces the students to explore a problem actively. The student will improve their thinking, talking, and writing which encourages them to study hard and find knowledge from various sources to complete the given problem. The second is heterogeneous group which increases the social interaction of the students. In the implementation of TTW strategy, the students will form

many group that consist of 4-5 students. Then, the students have to discuss and negotiate about their problem with the other member within the group.

Although Think Talk Write (TTW) strategy has many advantages through its implementation, some disadvantages still exist. According to Hasibuan et al (2018), there are three main disadvantages of implementing Think Talk Write (TTW) Strategy in classroom. First, this strategy is suitable in teaching descriptive and narrative only. The second is that in implementing Think Talk Write (TTW) strategy, it needs more time to present and correct the students' work. The last is that many students often have a hard time in presenting their ideas.

Related with writing process, TTW strategy enables students to improve their writing by providing interesting and motivating atmosphere as well as assisting the production of foreign language input and output (Huinker and Laughlin, 1996:82). This background can be used by the students to write narrative text that tells about creative and attractive stories which required an interesting and inspiring situation.

In writing narrative text, the students tell story that is related with the topic. Meyers (2005) notes that narrative is one of the most appropriate ways of interacting with others. An excellent written narrative will help your readers react to various event in your life as if it were yours. Not only will they understand the event but they can almost feel it as well. Anderson (2003) also argues that narrative is a form of text that reveals a story and, in doing so, entertains or informs the reader or listener. As conclusion, narrative text is a type of text which is used to talk about actual past events or experiences in order to impress and entertain the reader.

This type of text is also taught in SMKN 1 Sukasada. Based on curriculum 2013 (revision version), it is stated that narrative text is given in this semester for the tenth grade students in Vocational High School. Then, all of tenth grade students should have basic competence in writing which states:

“Menyusun teks narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks”

All the explanation above made the researcher interested in conducting the research on The Effectiveness of Think-Talk-Write (TTW) Strategy on Students' Writing Skill of The Tenth Grade Students at SMKN 1 Sukasada in The Academic Year 2019/2020.

1.2. Problem Identification

In vocational school, English writing skill is one of the learning requirements for the students to be successful in their study. Although writing skill is not included in national examination, it is a must for the students to be good in writing. Since making the students to be good writers is not easy, the teacher as a facilitator should create a conducive classroom by designing or applying an interesting teaching strategy in writing class. To achieve the better condition above, Think-Talk-Write (TTW) strategy can be used as a strategy of teaching writing.

1.3. Research Problem

Based on the problem identification above, the problem of this research can be formulated as follows:

Is Think-Talk-Write (TTW) strategy give significant effect on students' writing skill in writing narrative text for the tenth grade students of SMK N 1 Sukasada in the academic year of 2019/2020?

1.4. Research Objective

Based on the research problem stated previously, the objective of this research is to find out whether using Think Talk Write strategy give significant effect or not on students' writing skill in writing narrative text for the tenth grade students of SMK N 1 Sukasada in the academic year of 2019/2020?

1.5. Research Significant

1.5.1. Theoretical Significant

The result of this research is expected to present a deeper comprehension about the implementation of *Think-Talk-Write* as cooperative teaching strategy in solving the problem faced by the students in mastering writing. Furthermore, this research will be useful for pedagogical implication to language learning.

1.5.2. Practical Significant

a. For Students

The result of this research directly helps the students to enrich their knowledge especially about mastering writing through *Think-Talk-Write* teaching strategy.

b. For Teacher

This result of this research can be used as a comprehensible input for the teacher in enriching their knowledge about the benefits of using *Think-Talk-Write* teaching strategy in teaching writing for Vocational High School students.

c. For Researcher

For other researchers, this research was expected to be the reference for those who want to establish a similar research and this can be used as guidance for a better work in teaching by using TTW strategy.

1.6 Research Scope

This research took two samples from tenth grade students at SMK N 1 Sukasada in academic year 2019/2020. One group was an experimental group and treated by using TTW strategy. Another group was a control group and treated without using TTW strategy. To collect the data, the instrument that is used was writing post-test. This research focused in investigating the effectiveness of using Think Talk Write (TTW) strategy on students' writing skill of the tenth grade students at SMK Negeri 1 Sukasada in the academic year 2019/2020.

