

CHAPTER I

INTRODUCTION

A. Background of the study

Writing is the activity to express feelings, ideas and thoughts, it is to convey the feelings and ideas from the writer to the reader. Everyone have the ability of writing, but some people feel not confident to write or express their feelings and thoughts in the works. They make the mistake in writing because they feel affraid and shy for expressing and writing.

Based on hadiths Prophet Muhammad SAW said:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

“Tie the science with writing” (*Silsilah Ahadits Ash Shahihah* no. 2026)

Based on hadiths above explains about suggestion of writing, Everything that we got during learning is better written because humans is where they forgot, through writing will

facilitate a person in storing a science and one's not worry when forgot a science.

Writing is not only for expressing and developing ideas, thoughts and feelings, but writing is a process of an experience that writer's experienced to conveyed to the reader.

Based on the previous explanation, everyone have the ability of writing, including the students to improve and develop their skills in writing, therefore writing skills should be taught in the school or an educational institution. In addition, students have expectations to have a paper of their own results. There are many ways to express writing and one of them is through a text.

The writer found some problems that need solving in Program of Teaching Practice (PPLK) at SMAN 4 Pandeglang. First, students found difficult to start a paragraph related to the material being taught, it makes students take a long time to start writing it. Second, the students are difficult to organize and develop an idea in writing. Third, the students have difficulty in composing a paragraph in one unit to be easily understood. Fourth, the students feel less confident in learning writing. For

the reason of writing skills are often overlooked are writing skills are not tested on the final exam and the teachers are only focus on explaining about the material (generic structure) without asking the students to apply it into written text.

There are many text types taught in Senior High School. Each text has different social function, generic structures, and language features. One of them is narrative text taught in tenth grade students in Senior High School. Narrative text is a text of fiction or fantasy like fairy tales, fables, legends, stories and folklore or the story of sequence of events.

To solve some of the problems that occur in learning writing, the writer tries to use the strategy that make teaching writing more interesting so that students not feeling bored, embarrassed or not confident in learning writing. In this study the writer using Think-Talk-Write to solve the problems in the teaching writing on narrative text.

Based on the paper entitled “The Implementation Of Think-Talk-Write Strategy To Teach Writing Descriptive Text To The

Seventh Graders Of Smpn 7 Surabaya” by Darshim Gofisnovega. Based on the observation at the seventh grade students Darshim Gofisnovega stated Think Talk Write strategy was helpful for the students and increased their motivation in learning writing of descriptive text. In short, Think-Talk-Write strategy was well implemented and the seventh graders were interested, motivated and helped to learn writing descriptive text. This statement can look at the data, to collect the data Darshim Gofisnovega use the questionnaire. The questionnaire was in form of multiple choices and contained of 10 questions constructed based on four indicators. Based on the fourth indicator, the implementation of TTW strategy was categorized as successful. The students’ responses showed that the students understood their job during the learning of descriptive text using TTW strategy.¹

The writer found the previous research of related in this research, the research by Novita sari, Saunir Saun, Rusdi Noor Rosa, the title is “The Effect of Using The Think-Talk-Write

¹ Darshim Gofisnovega, “The Implementation of Think-Talk-Write Strategy to Teach Writing Descriptive Text to the Seventh Graders of Smpn 7 Surabaya,” <http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/13179/17019>

Strategy in Teaching Writing An Analytical Exposition Text Toward Grade XI Students' Writing Achievement At SMA N 10 Padang” (State University of Padang.²

The research of Think-Talk-Write strategy is one of the interesting strategy in teaching writing. Through Think-Talk-Write, the students have to write any ideas about the topic given, firstly they work to think it, they talk in group about the topic, then they write it. The purpose of the research is looking for the effect of using Think-Talk-Write strategy in teaching writing of analytical exposition toward students' achievement in writing. The population of this research is XI IPS 2 (experiment class) and XI IPS 1 (control class). Experiment class taught by using Think-Talk-Write strategy, while control class taught by using usual strategy conducted by the teacher in the school after treatment given post-test. based on analysis of value with t-test formula, value of t-hitung (2,33) is bigger than t-table (1,690). In conclusion, using Think-Talk-write strategy in teaching writing

² Novita, Saunir, Rusdi, *The Effect of Using The Think-Talk-Write Strategy in Teaching Writing An Analytical Exposition Text Toward Grade XI Students' Writing Achievement At SMA N 10 Padang*, taken from: <http://ejournal.unp.ac.id/index.php/jelt/article/viewFile/3725/2962>

of analytical exposition that given the better effect toward students' achievement in writing.

Learning by using Think-Talk-Write begins with thinking through reading material (listening, critiquing, and alternative solutions), reading is communicated with presentations, discussions, and then report the results presentation.³

The strategy of Think-Talk-Write is used in teaching writing for students to think independently of the material that has been given by the teacher. When the students find an obstacle that they discuss it with friends in group. And they find a solution of these obstacles have them write down what they think and discuss it.

Based on explanation above, the writer need to do research with the title **"The Effectiveness of Think-Talk-Write in Teaching Writing on Narrative text (Experimental Research at The Eleventh Grade of SMAN 4 Pandeglang, District Menes, Pandeglang, Banten."** The reason of the writer chose this title is know active thinking of the students in writing narrative text by using Think-Talk-Write strategy.

³ Suyatno, *Menjelajahi Pembelajaran Inovatif*, (Jawa Timur: Masmedia Buana Pustaka,2009), p.66

B. Scope and limitation of the study

Limitation is very useful for the writer. It is used to limit the area that will be analyzed. This topic focuses in The effectiveness of Think-Talk-Write (TTW) strategy in teaching writing on narrative text. The writer will observe the tenth grade of the students at SMAN 4 Pandeglang as object of the research.

C. The Statement of Problems

Based on the background of the study above, the writer found some problems as follow:

1. How is the students' skill in writing narrative text at the eleventh grade students of SMA Negeri 4 Pandeglang ?
2. How to apply Think-Talk-Write strategy in teaching writing on narrative text at the eleventh grade students of SMAN 4 Pandeglang?
3. How is the effectiveness of Think-Talk Write strategy in teaching writing on narrative text at the eleventh grade students of SMAN 4 Pandeglang?

D. The Objectives of Study

According to the problems above, the writer formulated the objectives of research as follow:

1. To know the students' skill in writing narrative text at the eleventh grade students of SMA Negeri 4 Pandeglang.
2. To know how to apply Think-Talk-Write in teaching writing on narrative text at the eleventh grade students of SMA Negeri 4 Pandeglang.
3. To know the effectiveness of Think-Talk-Write in teaching writing on narrative text at the eleventh grade students of SMA Negeri 4 pandeglang.

E. Advantages of The Research

The writer demands the significances of the study to be useful for :

1. English Teacher

To know the improvement students' ability in writing narrative text and solve students' difficulties in writing

narrative text by using Think-Talk-Write (TTW) strategy.

2. Students

To motivate the students and improve students' ability in writing narrative text by using Think-Talk-Write (TTW) strategy.

F. Assumption and Hypothesis

1. Assumption

Based on the research the writer assumes think-talk-write strategy will improve the students' writing skill on narrative text and effective to use in teaching writing on narrative text at the eleventh grade of SMA Negeri 4 Pandeglang. This assumption will investigate the students' writing skill on narrative text by using think-talk-write strategy, where the students can express the ideas, thoughts, and feelings into writing product of narrative text.

2. Hypothesis

Based on the title above the writer makes the hypothesis of this study are:

H₀: There is no significant difference in teaching writing on narrative text being taught before using Think-Talk-Write strategy and after using the strategy of Think-Talk-write at SMA Negeri 4 Pandeglang.

H_a: There is a significant difference in teaching writing on narrative text being taught before using the strategy of think-Talk-Write and after using the strategy of Think-Talk-Write at SMA Negeri Pandeglang.

G. Clarification of the Terms

in order to clarify the key terms used in this study, some definitions are :

1. Think-Talk-Write strategy is the strategy used in teaching writing through reading the material and then thinking about related material, communicate the result of reading through discussion and presentation, after that summarising the result of discussion.

2. Teaching writing. Writing is specific abilities which help writer put their thought into words in a meaningful form and convey the message to the readers. While Teaching is a process of giving lesson or process of transformation from teacher to the students. Its mean teaching writing is a process of transformation in writing skill.
3. Narrative text is one of English text that purpose to tell a story has sequence of chronological events that related.

H. Organization of Writing

The early part of this paper consists of the front cover page, title page, the approval page, a page ratification, motto, dedication, preface, table of contents, list of figures, list of attachments, brief biography and abstract.

This paper is divided into five chapters with the following form:

Chapter I: Presents the introduction which consists of background of the study, scope and limitation of problem, the statement of problem, objective of

the study, the advantages of the study, assumption and hypothesis, and organization of writing.

Chapter II: Consists of general concept of writing (definition of writing, writing process, purposes of writing and assessment of writing), teaching (definition of teaching, the roles of teacher and teaching writing), narrative text (definition, generic structure, language features), think-talk-write strategy (definition of think-talk write, steps of think-talk-write, the advantages of think-talk-write).

Chapter III: Consists of research method, place and time, population and sample, instrument of research, data collection technique, the technique of data analysis.

Chapter IV: Consists of the result of the study, and discussion

Chapter V: Consists of conclusion and suggestion.

The final part of this paper consists of a list references, attachments needed to improve the validity of the content of the paper.