

CHAPTER I

INTRODUCTION

A. Background of the Research

A new way of teaching writing is by getting them to think funny, talk actively and write their idea with enjoy. Think Talk Write helps the students to learn about communication with the others. The process of Think Talk Write flow starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with their friend before writing.

The students motivated by the teacher to find the probability answer of their experience in reading passage before it. They are making a note about what they have read such as their understanding of the passage and the steps of problem solving based on their experience in reading the passage.

Writing is not just an individual process; it is a social skill involving observation, story telling, collaboration and communication. It is a means of self-expression that can instill a positive sense of self-achievement and boost self-esteem.

There are some problems of the student Based on the results of the analysis of student writing in the pre-action, students have not been able to organize the contents properly. Disclosure of ideas is still in the category of not smooth. The cohesive aspects and coherence are still lacking so the writing produced is difficult to understand. In pre-action, many found inaccuracies in choosing vocabulary or

even in terms of writing. The utilization of word potential is still limited. They have not mastered word formation well.

David Morley says in his book that Creative writing is about how to produce a new creation in the form of words which can bring outside the idea in our mind to the new form. Most of the students have brilliant idea in their mind to explore; unfortunately there is incompatible way of them in expressing it.

Fiction is an example of creative writing. Most of people love fiction or story about imagination here, especially the students. This is a good chance to motivate the students in improving their writing by giving them treatment to create their imagination into a written text.

Writing is a progressive activity. This means that when the students write something down, they have already been thinking about what thier are going to say and how they are going to say it. Then after they have finished writing, they read it and make a correction of it. Therefore, writing is a never a one-step action.

Students almost like to listen and read narrative story. We can use creative writing as the narrative to teach writing to them. We come inside and closer to them by using creative writing. The students are in progress thinking. They have much curiosity of anything in front of them. Delivering a narrative story of their culture and region is a good way to get their attention.

Creative writing is telling story but in written form. Such as telling story by voices, creative writing has the purpose to entertain the readers but there must be providing by an organize way. Telling story by narrative, the reader can't see the

expression of the characters and they only interpret the words 'mean. The students have big imagination, but they need a medium to express it. Writing a narrative can be as medium to put out the students' imagination.

Creative writing makes the students can tell a story well. They can express their ideas and emotions by the narrative writing. They also have fun with creative writing based on their imaginations. Since it is the fun way of putting out the students' imagination, it gives the students skill of thinking and learning well.

The students always see anything in front of them. They will enjoy something in front of them if it looks interesting. The teacher needs to make a good sense in front of the students. The students need something new and fresh in the learning process. They have big curiosity of something they see at the first sight. The students always move around to know something. Their movement sometimes noisy and disturb the other students. It cause of their feeling bored with the learning process.

Digging the students' curiosity by interact with them as a friends could be done by the teacher. It helps the teacher to know about the interest of the students with the English learning. They were interested to read the story. We can use it to give impulse them to like with the English learning. Serving a story with the English version is a new way of sending an English language with enjoy.

We know that most of people would like to read a story of imagination or fiction. Creative writing is a kind of writing that tells a story of imagination or real incident in the past event. We can begin to teach a creative writing by exploring the

students' experience. Most of the students would like to tell their experience orally or write their experiences in a form of diary. We could give them chance to write their experience as good as possible to make sure the readers that their writing is interesting to be read.

The researcher tries to applied a methode about the students' experience or imagination to improve their writing skill in Think Talk Write (TTW). Hyland states that writing is learned, rather than taught, so the teacher's best method is flexibility and support.

The writer found the previous research of related in this research, the research by Novitasari, the title is 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 (State University of Padang).

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

SMP 14 Kota Serang is the school that still in progress of the teaching process. The students have a little bit of interest in English writing. They were difficult to write a written text in the class. Less motivation also the problem of the students there, they learned English as the obligation of their school. Actually, the students have big imagination to be improved in English writing. They only need best way to cover their talent.

The researcher chooses this school as the object of the research to help the teacher in teaching English and to stimulate the students' imagination by using Think Talk Write technique. The students have good imagination, unfortunately they was difficult to write it in English language. Researcher try to make sense about creativity in writing, give impulse to the students in order to bring out their imagination in the form of written text.

B. Statements of the Problem

Based on the background discussed above, the writer underlines the problem as follow :

1. How is Think Talk Write applied in creative writing ?
2. How is students creative writing using Think Talk Write ?

C. The Objective of the Research

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

1. To know the applying of Think Talk Write Technique to improve students creative writing.
2. To know the students in creative writing after being taught by using Think Talk Write Technique.

D. Significance of The Study

The results of the study are expected to give contribution for english teacher, student, school, writen and next researcher.

1. The school

It can improve the schools education quality, especially in english improvement.

2. Student

The result of this study can add new experience for the students in learning process especially in writing, it is hoped that the researh can be one of the way to mastering english well.

3. English Teachers

It will help the english teacher to choose the appropriate method in teaching learning process especially in writing ability in order to improve students writing ability.

E. Previous Study

The following studies have been reviewed in relation to the present study

Thesis under the title “*The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eighth Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)*”, conducted by Nui Takania (2010-32-040) English Education Department, Teacher Training and Education Faculty of Muria Kudus University.¹

There was a creative writing dissertation outside Indonesia. *Inheriting Fear: A Collection of Short Stories* by Jeffrey A. Snider, Master of Fine Arts, 2008. Thesis directed by: Professor William Henry Lewis, Creative Writing Program. Thesis submitted to the Faculty of the Graduate School of the University of Maryland, College Park in partial fulfillment of the requirement for the degree of

¹ Nui Takania, “The Implementation of Think Talk Write in Teaching Writing: A Classroom Action Research for the Eighth Grade Students of SMPN 2 Kalinyamatan Jepara”, (Thesis Magister, post graduate program, University of muria kudus, Kudus, 2010),p.20.

Master of Fine Arts 2008. There was similarity in the main purpose of this thesis which the students can make an opus about their imagination creatively.²

The purpose of research above was to know the improvement of the students taught by Think Talk Write Technique, to know the implementation of Think Talk Write Technique in teaching writing, to investigate the art of storytelling and how that art was integrated into everyday lives and history. The difference between this thesis and the researcher was in the subject of the study, about the text that used by the previous researcher was a descriptive text, even the researcher used was a Creative writing, and different of research methodology. The result of study above was the students' ability in writing skills could be improved by using Think Talk Write Strategy.

F. Organization of Writing

This paper is systematically divided into five chapters. Each point explained different matters in line with the topic that discussed:

Chapter I is Introduction. In this chapter the researcher described background of study, statement of problem, objective of the study, and organization of the writing.

Chapter II is Literature review. It Describes the Theories used in developing the study. All of them will serve the fundamental references in conducting and analyzing the study.

² Jeffrey A. Snider, "Inheriting Fear: A Collection of Short Stories" (Ph.D. Dissertation, University of Maryland, USA, 2008), p.61.

Chapter III is research Methodology. It concerns in the method of investigation conducted by the researcher. It gives the description of the research design, the object of the study, the research procedures, the instruments, and the document analysis.

Chapter IV is Research Finding and discussion of research. In this chapter describe the data and the data interpretation.

Chapter V is closing which consist of conclusion and suggestion.