

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research finding**

This chapter describes the result of the data collection to answer the research question in chapter 1. The researcher got the data from observation, the interview of student from several respondents and analysis document.

To get data, the researcher took the data from SMP 14 Kota Serang the located of observation, the researcher find the data in the class of 8A. This research used a qualitative descriptive method. The data of this research was gained from observation, interview, and analysis document.

##### **1. Result of Observation**

Based on data observation was conducted by the researcher on 03 april 2019. There were 27 students of VIII A. The male students here are 11 students. The female students are 16 students. This observation used to obtain information about teaching and learning process and to find out about the application of TTW (Think Talk Write) method on student creative writing.

When the activity of research began, the researcher observed the English learning process by the material on creative writing. The observation was held at the class VIII A on Wednesday, april 03, 2019.

For the observation, the researcher ask to the teacher to teach of creative writing by using TTW (Think Talk Write) method, also analyzed the method of

TTW (Think Talk Write), due to the observation made by the researcher regarding the teaching and learning process that had been applied in the method. In this case the researcher analyze the suitability of the things that happened in the learning process (observation) with an array of learning steps in the method. The research that has done by the researcher gave a good improvement of the students achievement. The researcher still using group works as the basic way to easier the students in narrating the stories by using Think-Talk-Write technique. In this research the students are required to understand the text that has been given, then tell it to other groups, and finally the students write what they have narrated the stories.

There is a table which explains the assessment of the use of the TTW (Think Talk Write) method in which students in the class have reached the value standard.

**Table 4.1 The assessment of the use of the TTW method**

No	Student activity	Poor (0-39%)	fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total score
		1	2	3	4	5	
1	The students are: paying attention to the teacher					√	5

2	being enthusiastic with the material				√		4
3	The student read the text				√		4
4	Able to understand the material				√		4
5	able to work in a team				√		4
6	able to be the leader of a team				√		4
7	able to explain their opinion				√		4
8	able to give respond to their friends' opinion			√			3
9	able to deliver the result of discussion				√		4

10	able to ask some questions about the material			√			3
11	able to write their ideas				√		4
12	able to arrange sentences			√			3
	Total score			9	32	5	46

According to the table above, the observation score in the research was counted by using the formula as follows:

$$\begin{aligned} \text{Score Percentage} &= \frac{\text{total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{46}{60} \times 100\% = 76\% \end{aligned}$$

Description of rating score:

80% -100% = Excellent

66% -79% = Good

56% -65% = Average

40% -55% = Fair

30% -39% = Poor

The observations in the table above show that learning activities through the Think Talk Write learning model get a percentage score of 76%. Based on the assessment category the percentage of 76% is in the good category, but there are

still some activities that need to be improved, namely: first, asking questions about the material being studied. Second, discuss the contents of the notes in group discussions. Third, record the results of answers from group discussions. Fourth, present the results of group discussions. Fifth, make conclusions about the material being studied. Sixth, conduct evaluation and reflection.

Based on the result of the observation from the above, the researcher knew that the students activeness in the class was reaching the standard of value as in the research on the table above . Student of VIII A seems good in paying attention to the teacher explanation and student also follow the teacher instruction such as open book, read text, do the task etc. sometimes some of student seems like not paying attention, but overall students of VIII A seems good in paying attention to the teacher explanation on creative writing. However, students seems different when teacher giving the method of TTW (think talk write). Student enthusiastic, respond and progress to the teacher were good.

Meanwhile, Teacher of VIII A seems extremely good in giving material and makes an interesting learning in the class. However, teacher was as motivator and facilitator with extremely good. Teacher used to simple language to explain the material for the students. It means that teachers roles not only as a teacher who deliver the material but also as a facilitator and motivator for the student, such as teacher guide students when the students do task to make creative writing text. Besides, teacher also applied the method TTW clearly for students and teacher really pay attention to the students progress.

The teachers have applied the method of TTW in creative writing to the student very well. Teachers can provide conducive teaching, using language that is easily understood by students and in using the TTW method the teacher can master the method quite well, so students can understand the material easily. Teachers also have applied the student active on learning process. However, students response were fair. Even though there only some of students less showed a good response to the teacher. The difficulty experienced by students is the problem of lacking in language arrangement properly and correctly, although there are only a few students who understand grammar in writing.

## **2. Result of Interview**

The results of the pre-action interviews conducted with the teacher showed that of the four language skills taught at SMP 14 Kota Serang , there were two skills that were not liked by students, one of which was writing. Students do not like learning writing because students consider writing activities difficult and boring

This interview was taken from English teachers and students of VIII at SMP 14 Kota Serang. This interview was held on 3 april 2019 after the researcher observed in the classroom. The observer asked some question related to the teacher and student.

Based on interview of the teacher showed the same arguments that in SMP 14 Kota Serang, most students have a little bit of interest in English writing. They were difficult to write a written text in the class and less motivation especially in

creative writing because student still lack vocabularies and grammar. Therefore, teachers believed that TTW Method can help teacher and students to improving their learn on evaluate each other. So, they were knew to deficiency in the teaching and learning activities, especially in creative writing. Besides, the teacher have different ways to gave stimulate and motivation for student in creative writing. There are when and how teacher give the method of TTW for help students in learning creative writing. This method used to think, oral and written in learning teaching process.

This interview also asked several students after learning activity for 5 students at VIII A. There are 12 question from interview given to the students who gets the highest score and low score in the class. The result of observation and interview of students was same they are quite enthusiastic about the material by using this method. Students interest and responses from teachers on creative writing just fair. They problem in English class was difficult to write a written text and their imagination in the paper. They still need a stimulation to write their idea.

### **3. The Result of Document**

The researcher asked the teacher to give the result of students work in creative writing that teacher gave correction. Regarding to the focus of the teacher on students creative writing, teacher of SMP 14 Kota Serang considered that paying attention on both content and from of students work were considered important in developing students writing ability especially on creative writing. It

was required for the students to be familiar with lost of vocabularies sentence structure, diction, and topic being discussed.

In this study, the researcher finds a correction. The teacher corrects the students error by telling the students that their writing is wrong and then tells the reason. in this study also, the researcher finds a correction to the work of students where students still lacked mastery of vocabulary, grammar and lack of confidence in learning English.

The following are document analysis from VIII A :

Name: Liza ananda

Class : VIII A

Go to anyer beach

On holiday, I went to anyer with my family, **on date** Saturday 8 september 2018.

We went to use by car, my brother **for drivred I to sit in** behind with my mother, and my father to sit side my brother.

**In way**, we look car clamity and made way stuck, we waiting I fourty five minute to through in way. Weathered in away hottest and make we thirsty.

To have in stuck can fast easy. When police fast came to location. And than, **we next way** to anyer, **not long old** after ward we came in anyer beach, and we directed player and we very happy cause looking anyer beach **for beauty**.



Name : Magfiroh izzani Maulania

Class : VIIIA

### Losing way

Its story about experience a little girl when she was losing way on she's trip. She was name titan. She went to spent holiday in she's grandma house.

One day when she losing way on she's trip. It was she first going to jakarta alone. She went to jakarta for spent she's holiday in she's grandma house. She's grandma house located in cempaka putih, but she was bought the ticket to pulogadung destination. Suddenly realized it got wrong ticket "golly, what must I do" at the time she so panick a lot of confused, she didn't know what she must to do. " I must told to conductor that I got wrong ticket", but she before she told the conductor, she must call she's grandma first and said "is wrong ticket don't be panick hony, don't worry, i'll pick you in bus station pulogadung". That was make she feel relived. Finally she's grandma came pick tita it's great trip.

Honestly be panick didn't would make the situation is better. And she spent she's holiday with much happinest.

The results of research above there are two examples of student works. Students' skills in creative writing have improved after efforts to improve through applying of think talk write strategies implemented, but it can be seen that students

are still lacking in using good and correct grammar, students are always given stimulation to make their ideas and get used to often practice writing.

## **B. Discussion**

In this section, the researcher discussed the result of observation, interview and document analysis. The researcher used qualitative approach in analyzing the results.

Based on findings, the research used observation instruments can help researchers to find concrete and clear data. The teacher manages learning by using the Think Talk Write learning model, in this study the researcher observes and becomes a teacher is one of the teachers in the field of English studies in junior high school 14 Kota Serang. in the activities of teachers in managing learning still in the sufficient category with a percentage of 76%. However, there are some capabilities that are still lacking. First, the ability to motivate students in relating students' personal experiences in daily life to the material to be learned. Second, the ability to encourage students to ask questions. Third, the teacher's ability directs students to draw conclusions about the material being studied.

The researchers need to explain the findings for aspects that need to be improved during the learning process on observations made by the researcher, can be seen in the following table:

**Table 4.2 The Results of finding during learning process by using TTW method**

No	Reflection	Findings	Revision
1	Activity of teacher	The ability to encourage students to ask questions and answer questions	The next meeting is to be able to encourage students to ask questions and answer questions by giving rewards
		The ability of the teacher directs students to draw conclusions about the material being studied	In the next meeting, it can direct students to draw conclusions about the material being studied
2	Student activities	Lack of participation in discussing the contents of notes in group discussions	At the next meeting the teacher must group students with small groups
3	Student learning outcomes	There are still 8 students whose learning outcomes have not yet reached the	In the next stage the teacher will try to focus more on how to work on the operation of the number counting

		completion score	problem
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It can be seen from the table above that student learning outcomes have not been completed. There are still 8 students who have not finished. This is due to the difficulties they face, namely: first, they are still less motivated in learning multiplication. Second, there is still less participation in discussing the contents of the notes in group discussions.

based on discussion above regarding the results of the interview, that the researcher has interviewed the problem of applying think talk writing methods and the results, most of them are amazed at this method, because according to them this method is very exciting. but unfortunately most of them still don't understand the language arrangement well.

Students skills in creative writing have increased after improvement efforts have been made through the application of think talk write strategies carried out in the study. The improvement of students' creative writing skills is based on several criteria which include: content, organization of content, language development, vocabulary, and mechanics. This is in accordance with the statement of Nugiyantoro (2010: 423) that activities require people to master visual symbols or symbols and rules of writing, especially regarding spelling problems.

The indicators of the achievement of the value of skills in creative writing in this study include the following :

## **1. Content**

The application of think talk write strategy can improve students' skills in developing their ideas or ideas into paragraphs of stories. The development of ideas or ideas they write into becomes more detailed. The detailed description of the object is able to turn on the object they wrote. This makes the reader can come to see what they see, hear what they hear, and feel what they feel.

The above conditions differ from the initial conditions when the action took place. In practice, students still have difficulty developing their ideas or ideas into good descriptions. The ideas or ideas they developed are still limited. Only based on what they see in plain view.

In this study, students begin to be able to develop ideas or ideas based on the results of the identified objects studied. Although the development of ideas or ideas is not yet detailed so that they have not been able to properly describe objects. The information submitted is included in the sufficient category. The ideas expressed were quite good and quite relevant to the picture even though it was incomplete.

## **2. Organization of Content**

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 this study, students began to be able to organize content quite well, disclosing ideas was quite well organized, students began to pay attention to cohesive and coherent aspects in their writing. However, there are around 30% of students who have not been able to organize their description of writing properly.

### **3. Vocabulary**

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. However, after students get a stimulus from the teacher these errors can be minimized.

In this study, students began to learn to use the right word choices in order to describe objects as detailed and interesting as possible. Even though, some students still found inappropriate word selection. They are increasingly skilled in using the potential of words. Student mastery of word formation is getting better.

### **4. Language Development**

After stimulation by the teacher, the aspect of language development in the description of the student's writing becomes better. This is indicated by the results of students' more complex description writing with effective sentence construction. The meaning contained in their writing did not run away. The writing produced was more communicative and interesting.

### **5. Mechanic**

Before taking action, students still experience mechanical errors, which involve the use of spelling. They are also still often mistaken in capital letters,

punctuation, raw word writing, and word formation. This is due to a lack of student knowledge about spelling. Though mistakes in the use of spelling will disturb the reader and give the impression that the writer is lazy, careless, and less educated (Alwasilah and Alwasilah, 2007: 35)

In this study, the students' ability to use spelling is still relatively low, even though it is better than when pre-action. After being corrected, there were still many errors in their writing. This error can be seen from the use of capital letters which are often found in the title of the writing.

In addition, the use of punctuation, such as comma (,) and period (.). Through the implementation of this research, students re-learn about the use of EYD. Deficiencies that occur in this study, students increasingly understand and understand the use of spelling. This is evident from the lack of errors found in their writing. Errors in the use of capitan letters and punctuation were also reduced. Only a few students still experience errors in spelling usage.

Other that, the teacher believed that TTW is a learning model that facilitates language training in oral and written form in writing. Suyatno (2009: 66) suggests that the think talk write learning model is learning begins with thinking in reading languages, the results of the reading are communicated with the presentation. The flow of progress in TTW learning begins with the involvement of students in thinking or dialogue with themselves after the reading process, then talk and share ideas with friends before writing.

This activity is more effective in groups of 3-5 students. Group members are arranged heterogeneously and in groups of students are asked to read, take notes, explain, listen, respond and complete them with writing in an active atmosphere and fun. The application of the TTW learning model is expected to help teachers overcome various problems that arise when implementing English learning.

Creative writing is a basic competency that must be mastered by students of class VIII. The success of students in achieving this competency is supported by the selection of appropriate learning strategies by the teacher. According to Zarkasi (in Asmani, 2011: 25), in the learning process, the teacher must have a strategy, so students can learn effectively and efficiently. The application of effective learning strategies in addition to being able to improve the results of students' writing skills, can also increase the activity of students in learning.

Efforts made by the teacher to improve the activity and skills of students in creative writing learning for students of class VIII SMP 14 Kota Serang is to apply the think talk write learning strategy.

Through the application of this strategy students can utilize all the competencies they have both those involving cognitive, affective, and psychomotor aspects.

In addition, they can also discuss in heterogeneous groups. This allows them to be actively involved in learning.



The application of think talk write learning strategy successfully increases student activeness during the learning process of creative writing. This is also in accordance with the results of research conducted by Zulkarnaini (2011) which shows that the application of the cooperative model think talk write type can increase student involvement actively and creatively during learning. Based on the results of research conducted by Arnawa (in Kadarwati et al., 2009) published in educational journals reported that learning with think talk write strategy provides opportunities for students to be actively involved in learning, through thinking activities, reflecting and composing ideas, and testing ideas before starting writing.

The students achievement in the research was good, but still the standard of grading system. Here, the students did the task in group work better. Their team work was good, each of the member of the group participated actively in discussion phase and in the writing phase. Unfortunately, the problem was about to write their imagination in the paper. They still need a stimulation to write their idea.

Here, students in groups are confused by the stories they have to tell. Researchers try to stimulate them by giving some descriptions of simple stories. They tried to imagine that the story that was given could help their ideas that were still not reflected by them.

Based on these results, the application of think talk write learning strategies in creative writing learning can be applied to students' creative writing skills. This condition is characterized by the increasing number of students who get mastery learning. This is also supported by the results of research conducted by Andayani

(2008) published in the LIPI journal proving that the application of think talk write strategies can improve students' abilities in writing skills.